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ABSTRACT

A project was conducted to develop a structural mechanism for articulation between colleges and vocational schools in West Virginia. Such articulation would permit licensed practical nurses (LPNs) desiring to become registered nurses to transfer credits for their licensed practical nursing courses and thereby eliminate unnecessary repetition of some basic nursing courses. Staff from Mercer County Vocational Technical Center and Bluefield State College collaborated to develop an advanced placement program for LPNs at the college and an action plan for articulation among nursing programs in West Virginia. LPNs who had graduated from an accredited LPN program and who had either passed a nursing mobility profile or obtained a composite ACT score of 18 could enroll in a two-part transition course for which they could earn 11 credit hours. In addition, LPNs who had received their practical nursing education in West Virginia could receive three credits for social science, which could be counted as an elective course. Thus, participation in the advanced placement program allowed LPNs to complete the first year of the college's nursing program by enrolling in 4 as opposed to the traditional 15 hours of nursing courses. The program was slated for implementation in the fall semester of 1986. (Appendixes, constituting two-thirds of this report, include various tables of demographic data on LPNs in West Virginia, a position statement on awarding academic credit for LPN experience, information sheets, copies of the entrance examinations and a discussion of their advantages and disadvantages, data on educational mobility of LPNs and differing admissions criteria in 11 states, and guidelines for articulation agreements.) (MN)

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EDUCATIONAL PROGRESSION OF LICENSED PRACTICAL NURSES TO REGISTERED NURSING PROGRAMS

Project Report

Project Number: BVTAE-84-WV-87-E-1
BVTAE-84-WV-86-E-1

West Virginia State Board of Education
Division of Vocational Education
Department of Education
Charleston, West Virginia

September 30, 1986

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FOREWORD

This report presents an account of the activities which occurred during the implementation of the project entitled "Educational Progression of Licensed Practical Nurses to Registered Nursing Programs". This project was begun on September 16, 1985, and was concluded on September 30, 1986. The project resulted in the accomplishment of two major goals which are explained in detail within this report. This report is divided into five sections to facilitate the review of its content.

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SECTION 1

INTRODUCTION

As current trends in nursing education are examined, it is possible to identify an increasing tendency for the Licensed Practical Nurse (LPN) to return to the educational environment for the purpose of obtaining additional courses and/or degrees or diplomas. The completion of this additional education enables this individual to qualify to sit for the licensure examination to become a registered nurse. In the state of West Virginia, degrees/diplomas which are awarded for this additional course of study are granted by community colleges, universities, or hospital-based diploma nursing programs. The influx of individuals who are licensed and have already acquired specific basic nursing competencies in degree or diploma granting nursing programs has resulted in unnecessary repetition of some basic nursing courses. This repetition occurs because of the failure of institutions to acknowledge courses which were taken while the individual was enrolled within a practical nursing program. The frustration of this situation is further compounded by the fact that even if the courses are acknowledged, there is no structural mechanism between colleges and vocational schools to facilitate the transfer of credit for these courses. These factors impair the educational mobility of the LPN and create a barrier to the expediting of their educational endeavors.

Statement of Need

In southern West Virginia, the aforementioned educational barrier became greatly magnified when rapid declines were noted in the state economy and the pool of available, qualified registered nurses for certain geographic localities. Deficiencies in employment opportunities within the mining industry had forced some families to migrate to neighboring counties or states for employment while in other instances, females had been forced to become the primary financial provider for the home. Many LPNs employed within southern West Virginia became faced with the dilemma of having to work to provide financial assistance for their families while also desiring to continue their nursing education. This situation was further intensified as numbers of registered nurses began to rapidly diminish; thus leaving speciality areas, such as intensive care units, understaffed. It was the combining of these factors which became the stimulus for the implementation of the project entitled "Educational Progression of Licensed Practical Nurses to Registered Nursing Programs".

Project Description and Objectives

This project was a joint effort between the Mercer County Vocational Technical Center and the Bluefield State College. It was a comprehensive development and implementation project which was designed to improve the articulation of students and programs among the various levels of nursing education. The project was designed to be completed in 12½ months. The following objectives were identified for this project:

1. Finish the development of:
    a. Needs Assessment and Student Evaluation Process.
    b. Admission Criteria (Individual Applicant Evaluation Process).
    c. Challenge examination(s).
    d. Unique course(s) and delivery methods for qualified LPNs entering the Associate Degree Nursing Program at Bluefield State College.
2. Develop a set of suggested guidelines for student and nursing program articulation from LPNs to Associate Degree Registered Nurses, Three-Year Program Registered Nurses, and Bachelor Degree Registered Nurses.
3. Implement the use of instruments, process, and guidelines at Bluefield State College with available LPNs from the six counties in the college service area.
4. Prepare and submit a final project report to include all processes and instruments, accomplishments, and a separate document of "Suggested Guidelines for Articulation Among Nursing Education Programs in West Virginia".

SECTION 2

REVIEW OF LITERATURE

All professions and vocations have unique information that belongs exclusively to that occupation, and nursing is no exception (Story, 1974). Each nursing curriculum contains certain essential components of information which must be mastered in order to be proficient at a specific level of nursing practice. The contents of all nursing curriculum focus on the development of basic nursing skills which must be acquired for the performance of rudimentary nursing care competencies. Nursing programs will differ, however, from one another in regard to the number and complexity of additional nursing competencies required by their curriculum. Generally, the greater the number and complexity of competencies that the nurse is required to perform, the higher the level of educational preparation that is required of that individual.

Of primary concern to nurses who wish to elevate their status within their nursing profession is the needless repetition of those courses which are components of all nursing curriculum. The American Nurses Association Commission on Nursing Education (1978) states that individuals who wish to change career goals in nursing should have the opportunity to do so without unnecessary repetition of course content or clinical experience. This Commission supports the belief that all types of nursing programs should provide the opportunity for students to validate their previous learning and to facilitate their advanced placement.

The National League for Nursing (NLN) has also demonstrated their support of the concept of educational mobility through their "Position Statement on Awarding Credit for Previous Nursing Knowledge and Competency" (1985) (Appendix A). This statement addresses the responsibility of each nursing program in establishing and applying policies which facilitate educational mobility. Within this position statement, the NLN challenges that only by assessing student knowledge and level of skill can nursing programs maintain the integrity of their curriculum and thereby fulfill the responsibilities of the faculty.

The NLN offers direction for the task of implementing educational mobility programs in their position statement "The Open Curriculum in Nursing Education" (Appendix B). In this statement, the NLN defines the open curriculum as one which is designed to accomodate the learning need and career goals of the student by providing flexible opportunities for entry into and exit from the educational program by capitalizing on the student's previous relevant education and experience. Rosette (1982) states that in order to implement the open curriculum, four basic patterns of curriculum design may be utilized:

1. Licensure Based Programs: These are programs which admits LPNs and are designed to build on their prior level of nursing education. These programs may limit admissions to only LPNs.

2. Advanced Placement Programs: These are programs which have curriculum that allow for students with previous schooling to receive advanced standing within their program. This advanced standing may be granted by providing for transfer of previously earned educational credit to college credit by acknowledging this previous education or by requiring the individual to satisfactorily complete theory and/or clinical proficiency examinations.

3. Multiple Entry-Exit Programs: These are programs in which the curriculum permits students to prepare for entrance into or exit from different phases of the nursing program. For example, the student may enter into a two-year academic program for registered nursing and may exit after one year and be eligible for licensure as a LPN or after the second year and be eligible for licensure as a registered nurse; sometimes referred to as career ladder programs.

4. Assessment Programs: These are programs in which the curriculum is based totally on an assessment of the individual's knowledge and competency through the administration of theory and clinical proficiency examinations.

These patterns of curriculum design offer structural guidance to assist departments of nursing as they plan programs of educational mobility.

Summary

This concept of the open curriculum provided the structural support for the implementation of the project described in this report. This project resulted in the accomplishment of the following goals:

1. Development of an Advanced Placement Program at Bluefield State College for Licensed Practical Nurses.
2. Development of "Action Plan for Articulation Among Nursing Programs in West Virginia".

These goals were not accomplished over separate time frames, but simultaneously evolved; however, to facilitate an understanding of the events which occurred, each goal will be separately discussed from its origin to its implementation.

SECTION 3

DEVELOPMENT OF ADVANCED PLACEMENT PROGRAM

Overview

The Associate Degree Nursing Program of Bluefield State College has had a mobility mechanism for LPNs since the program was first designed. This mobility mechanism allowed the LPN who was admitted into the freshman nursing class the opportunity of taking a 100 item institutional designed challenge examination. If the LPN successfully completed this examination, he/she would be granted five hours of credit for the first semester of the nursing program. This individual would then be allowed to enroll in the Projects in Nursing course, an indepth independent study on a nursing topic. Successful completion of this course resulted in the awarding of two hours of credit; thus the student completed the required seven hours of nursing for the first semester of the program. The LPN was then allowed to enroll in the second semester of the first year of the nursing program.

While this mechanism allowed some flexibility for the LPN, it was rarely used. A survey of the LPNs who were enrolled in the nursing program revealed that these individuals were insecure with regard to the course content and credit which they believed they might not receive if they did not attend a structured class in the first semester. Other LPNs expressed concern over being labeled as a different student and thus being excessively scrutinized by instructors within the program. It therefore became apparent that these individuals required a more structure approach to encourage and facilitate their mobility.

Methodology

The development of the Advanced Placement Program required a systematic approach to assure its proper evolution. This approach involved the performance of three major tasks:

1. Completion of Comprehensive Needs Assessment.
2. Submission of Curriculum/Course Proposal.
3. Development of the Transition Course.

The structural design employed to complete each of these tasks is summarized in the following paragraphs.

Completion of Needs Assessment

While the need to eliminate factors which impaired the educational mobility of the LPN became gradually evident to the educational structures within southern West Virginia, the actual scope of this problem was uncertain. The performance of an extensive needs assessment allowed the faculty to define the parameters of this population. The needs assessment conducted with this project focused on: the potential student population, the actual student population, and the environment for education and the employment of the LPN.

Potential Student Population. In order to collect data about the potential population who would be students within the Advanced Placement Program, a questionnaire was designed to collect this information. This questionnaire was distributed to students currently enrolled in schools of practical nursing. The questionnaire solicited demographic data such as age, sex, ethnic origin, marital status, and number of children living within the home environment. Additional data collected focused on college hours which had been acquired and the individual's future plans in regard to advancing his/her status to that of a registered nurse. (Appendix C).

Actual Student Population. While Bluefield State College Department of Nursing had noted an increase in the number of LPNs who were being admitted to the Associate Degree in Nursing Program, the department was unaware of the numbers of LPNs who intended to seek future admission to the nursing program. To assess this population, a questionnaire was distributed to LPNs who were employed by thirteen hospitals in the southern counties of West Virginia.

This questionnaire requested specific demographic data of age, sex, ethnic origin, marital status, and number of children residing in the home. Information which was also requested related to additional courses which had been acquired within a college environment, specific plans in regard to educational advancement, and preferences in regard to nursing classes for which one might enroll. (Appendix D).

Included also in the category of actual student population was the assessment of those students who were currently enrolled within the nursing program. Each year this population responds to a questionnaire which collects data for the nursing program of Bluefield State College. (Appendix E). Specific demographic data was tabulated from this questionnaire to define the type of student who typically enrolled within the nursing program.

Environment of Licensed Practical Nurses. The assessment of the environment of the LPN who resides in southern West Virginia was narrowed to focus on the areas of education and employment. Assessment of the educational environment of the LPN was performed by examining the seven schools of practical nursing within the southern counties of West Virginia in regard to methods and mechanisms utilized to implement the curriculum structure required by the West Virginia State Board of Examiners for LPNs. Additional assessment of the education environment included surveying the faculty and LPNs who were students within the existing Associate Degree Program (Appendix F). The purpose of this survey was to determine areas of repetition of course content and to solicit specific suggestions for the development of the Advanced Placement Program.

The assessment of the employment environment of the LPN was limited to the structural environment of the hospital. Interviews were conducted with directors of nursing of the 13 hospitals within southern West Virginia to determine current nurse staffing patterns and the projected change for upcoming years. Directors were also questioned in regard to advantages and disadvantages of the implementation of the advanced placement concept for the educational mobility of the LPN.

The collection of the data for this needs assessment required extensive travel over the southern counties of West Virginia. The project coordinator traveled to eight different counties, visited eight schools of practical nursing, and 13 hospitals in order to collect this data. Data collection required approximately two months to complete.

Draft of Curriculum/Course Proposal

Information obtained during the needs assessment provided data for the development of the structural design of the Advanced Placement Program. This structure was then compiled into a written proposal which was systematically reviewed by the various college academic committees (Appendix G). After gaining formal approval by these committees, the proposal was submitted to the West Virginia Board of Regents.

This approval process began January 9, 1986, and was completed July 11, 1986.

Concept of Transition Course

The concept of the transition course originated during the needs assessment. The development of this course required frequent communication with nursing faculty of Bluefield State College, with numerous modifications and changes occurring. The drafting of this course was begun in March, 1986, and was completed by June, 1986. Materials which were completed included a master plan for presentation of the course content, course outlines, and individual instructor guide for presentation of the course.

Implementation

The process of developing the Advanced Placement Program required the performance of the previously defined tasks. While each task was a separate undertaking, its performance determined the direction and structure for the succeeding task. The following paragraphs will address the specific details of the development of this program.

Summarization of Needs Assessment

The data collected on the potential student population, actual student population, and the environment for education and employment of the LPN is summarized as follows:

Potential Student Population. A total of 96 students enrolled in six schools of practical nursing responded to the Practical Nursing Student Questionnaire. The results of this questionnaire revealed a population of 93.75% females and 2.08% males with 4.17% of the population failing to respond to this question. The average age of an individual within this group was 26.16.

A review of the marital status of this population indicated that 26.04% were single, 58.33% married, 11.46% divorced, 3.13% widowed, and 1.04% separated from their spouses. The family unit represented by this group had an average 1.59 children currently residing in the home environment.

The educational status of this group of individuals was found to predominantly consist of individuals who had not pursued any formal college education. A total of 67.71% of these individuals indicated that they had never attended college. Of the 32.29% of the students who had previously attended college, the typical student had completed an average of 10.55 hours of college instruction. Students responding to this questionnaire indicated that 87.50% intended to complete required schooling to become a registered nurse (Appendix H).

Actual Student Population. A total of 188 LPNs who were employed within 12 hospitals responded to the LPN Questionnaire. This population responding to the questionnaire consisted of 94.68% females and 2.66% males with 2.66% of the individuals failing to respond to this question. The average age of individuals within this group was 35.71.

The marital status of this population was found to include 64.89% married, 9.04% single, 19.15% divorced, 6.38% widowed, and .54% separated individuals. An average of 1.104 children were noted to reside in homes of individuals responding to this questionnaire.

The educational status of this group consisted of 54.25% individuals who had not previously attended college. Of the 45.22% of the individuals who had previously attended college, the average number of college hours completed was 8.6. This group of individuals indicated that 61.70% had definite plans to complete required schooling to become a registered nurse. A total of 9.57% of the population indicated their intention regarding future schooling was uncertain at the time (Appendix I).

This population of individuals was also requested to respond to questions regarding their preference of schedule for nursing classes and offer recommendations for their structure. Individuals who completed this segment of the questionnaire did not always answer all of the proposed questions, thus making it difficult to interpret data into scores of relative frequency. Tables providing this information were difficult to generate; however, one table was compiled in regard to specific preferred time frame for the scheduling of classes. This computation revealed that of the individuals responding to this question that most LPNs preferred classes scheduled during the daytime and spaced over three days for lecture and clinical experiences (Appendix J).

Another question proposed to this population related to potential problems which would be encountered when the LPN returned to school. This question was not answered by all individuals completing the questionnaire, thus scores of relative frequency were not compiled on this data. Of the individuals who did respond to this question, the majority of the LPNs indicated that the loss of income and increased financial burdens due to schooling were primary problems which they believed they would experience on returning to school (Appendix K).

The second group of students included within the category of actual student population were a total of 172 nursing students who were enrolled in the first and second years of the Associate Degree in Nursing Program. The results of this questionnaire indicated that 91.28% of the currently enrolled students were female while 8.72% were male. The average age of a student enrolled in this program was 26.67.

This group consisted of 48.84% married, 40.12% single, 9.88% divorced, .58% widowed, and .58% separated individuals. The average family unit of this group consisted of .98 children residing in the home environment.

This population also indicated that 27.91% of the total group had been previously employed in some type of health occupation prior to entry into the nursing program. This total consisted of 16.28% LPN, 11.05% nurses aides, and .58% respiratory technicians.

Questions in regard to the educational status of these individuals provided specific data about courses within which the student was currently enrolled. The only data collected which was of significance to this project was the average amount of college hours that the student had completed prior to entry into the nursing program. The data collected from these students indicated that an average of 30.69 college hours had been completed by the typical student prior to entry into the nursing program (Appendix L).

Environment of Licensed Practical Nurse. The assessment of the educational and employment environment was performed through interview and questionnaire techniques. The analysis of the curriculum structure of schools of practical nursing revealed that each school was functioning within the curriculum structure that is suggested by the West Virginia State Board of Examiners for Licensed Practical Nurses (Appendix M). This curriculum structure was then compared to the curriculum of the first year of the nursing program of Bluefield State College. This comparison revealed several areas of repetition. These areas included basic skills, nutrition, concepts of elimination, hygiene, drug administration, immobility, fluid and electrolytes, temperature regulation, isolation and infection, components of nursing care during childbearing, and care of children.

In order to solicit faculty opinion in regard to areas of repetition and deficiency which they had noted when providing instruction to the practical nurse, the faculty responded to a questionnaire about these observations. Faculty comments correlated with observations which had been made in regard to the practical nursing curriculum (Appendix N).

The third mechanism which was employed to identify content areas which were repetitious was that of discussing the content of the first year of the nursing program with LPNs who were currently enrolled within the program. Individuals who participated in these meetings defined areas of repetition and made specific suggestions in regard to the development of the transition course.

Assessment of the employment environment for LPNs was performed by conducting interviews with directors of nursing of thirteen different hospitals. Data collected during these interviews may be summarized as follows:

1. All nursing directors interviewed indicated a need for more registered nurses.
2. Only two of the thirteen nursing directors indicated plans to hire additional LPNs within the next two years.

3. All nursing directors interviewed verbalized support for the LPNs who were employed by their facility to return to school to become registered nurses.

4. Several nursing directors verbalized concern that the individual who progressed via an advanced placement mechanism might not experience role socialization necessary to assume their new position of a registered nurse.

Conclusions Drawn From Data.

When the data from all the differing aspects of the needs assessment was compared, the following conclusions were formulated (Appendix O);

1. The population of practical nurses who will be returning to school will continue to increase.

2. The population of practical nurses who will be returning to school will not have completed as many of the required general college courses as those students who are currently enrolled in the nursing program.

3. The student population who will be returning to school will tend to consist of individuals who are older than students currently enrolled in the nursing program.

4. The student population who will be returning to school will consist of more individuals who are married or divorced with dependent children in the home environment as opposed to that of being single with few dependents.

5. The population of practical nurses who will be returning to school will continue to prefer classes scheduled during the daytime and spaced over three days for clinical and theory instruction.

6. The population of practical nurses will experience financial difficulties as they return to school.

7. The curriculum which is taught in schools of practical nursing is very similar in content to the nursing courses taught during the first year of Bluefield State College nursing program. There are, however, several major areas of content taught in this first year which practical nurses have not had during their previous educational experience.

8. The hospitals of southern West Virginia are continuing to require an increase number of registered nurses and a decreased number of LPN positions are available.

9. The development of an advanced placement program would require the inclusion of a transition course to facilitate mobility and role transition for the LPN.

Submission of Curriculum/Course Proposal.

The conclusions drawn from the needs assessment became the foundation for the development of the Advanced Placement Program. This information was presented to the faculty of the Department of Nursing of Bluefield State College who then were required to make major decisions about the program which would be developed. After much discussion, the faculty made the following recommendations for the Advanced Placement Program:

1. The Advanced Placement Program would exist as an optional educational tract for the LPN who is admitted each year into the traditionally structured Associate Degree Program.
2. Access into the Advanced Placement Program would require the LPN to meet the following additional admission requirements:
    a. The applicant must be a graduate of an accredited LPN Program. The applicant must supply an official transcript of grades. The applicant must

also show evidence of having completed a course in pharmacology. (This course may be one which is incorporated into the curriculum of the practical nursing program or may be a separate college course which has been taught at a college.)

   b. The applicant must possess a current license (LPN) and a photocopy must be submitted with the application.
   c. The applicant must have practiced 12 of the last 36 months as a LPN with a clinical nursing environment.
   d. The applicant must submit one reference from his/her most recent employer.

3. Entry into the Advanced Placement Program would be dependent upon the LPN's successful completion of the Nursing Mobility Profile I Examination.
4. The LPN who successfully completes the Nursing Mobility Profile I Examination would acquire 11 hours of college credit for the course they completed while enrolled in a practical nursing school.
5. The LPN would enroll in a transition course for the first year of the nursing program as opposed to enrolling in the traditional first year of the nursing program.

The proposal was drafted and submitted to the nursing faculty on January 9, 1986. This proposal was approved by this faculty and forwarded to the Academic Committee of the college and the Academic Vice President of the college. After reviewing this proposal, those individuals made the following recommendations:

1. That the faculty consider utilizing the successful passage of the Nursing Mobility Profile I Examination in lieu of the eligibility requirement of a composite score of 18 on the ACT (American College Testing);

thus the LPN who successfully completed this examination would not be required to have a composite ACT score of 18 in order to be considered for enrollment in the nursing program.

2. That the transition course be broken into two courses, a one hour course in the fall semester and a three hour course in the spring semester. This would allow students to have some contact with nursing faculty and thus facilitate academic advising of these students.

3. That the project coordinator submit descriptions of the supportive courses which are presented in the curriculum of schools of practical nursing to the Division of Humanities to determine if additional college credits could be awarded to LPNs.

These recommendations were considered and the proposal was redrafted and resubmitted on March 26, 1986 (Appendix P).

The proposal had to be routed through a variety of college academic committees prior to its final acceptance. If disapproval was given by any committee, the proposal would have been returned to the division from which it originated. After gaining approval of each of these committees, the proposal had to be submitted to the West Virginia Board of Examiners for Registered Nurses and the West Virginia Board of Regents. The proposal was submitted to each of these boards by the division chairperson and the president of the college one month prior to the next scheduled meeting of each of these boards. This proposal was approved by the West Virginia State Board of Examiners for Registered Nurses on June 5, 1986, and by the West Virginia Board of Regents on July 11, 1986.

The acceptance of this proposal afforded the following benefits to LPNs in southern West Virginia:

1. Entry into the Associate Degree Program was now possible through meeting eligibility requirements of a composite ACT score of 18 or by successful completion of the Nursing Mobility Profile I.
2. Successful completion of Nursing Mobility Profile I and both transition courses allowed students to recieve 11 hours of college credit for courses which they completed while enrolled in a school of practical nursing.
3. LPNs who received their practical nursing education within a school in West Virginia could receive three hours of credit for Social Science which may be utilized as an elective course.
4. Progression via the Advanced Placement Program for the first year of the nursing program allowed practical nurses to only enroll for a total of four hours of nursing courses as opposed to the traditional required 15 hours of nursing courses. This decrease in enrollment time thus allows the LPN to continue to be employed and also decreases the financial cost for the first year of the nursing program.

Development of Transition Course.

The transition courses were designed to facilitate mobility and role transition of the LPN into the Associate Degree Program. The content of these courses was determined by performing an indepth analysis of the information which was taught during the first year of the nursing program. Ideas and concerns regarding the course content were also solicited from LPNs already enrolled in the current nursing program and faculty which had provided instruction to these students.

The course objectives and master plan for the presentation of each of these courses is provided in Appendix Q. A major component of the one hour transition course is that of role transition and adaptation. During this course, students will be required to complete a role development project which they will implement during the spring semester of the second transition course. The fall transition course will also focus on providing an explanation of the philosophical base of the nursing program and the application of these concepts to the practice of nursing. Students must complete this course with a minimum grade of C prior to enrolling in the second semester transition course.

The spring semester transition course primarily focuses on the content which is taught in the first year of the nursing program which the LPN did not receive in his/her educational experience in practical nursing school. This content consists of technical skills of nasogastric intubation and intravenous therapy, pathophysiology of pregnancy, and indepth explanation of concepts related to childbearing, and various diseases/disorders of childhood. A brief amount of time will be devoted toward the application of some nursing concepts to case reports of clients who are hospitalized. There are seven clinical experiences required during this semester. These experiences were included at the recommendation of LPNs who were currently enrolled in the nursing program. It was the belief of these individuals that while the practical nurse has developed a clinical proficiency with technical skills that most practical nurses do not work in the speciality areas of pediatrics and obstetrics and thus had become deficient in skills necessary to function within these environments. Examinations and nursing process worksheets must be completed with a minimum grade of C achieved in order to progress to the second year of the nursing program. All curriculum outlines and individual instructor guides were completed for these transition courses.

Summary

The Advanced Placement Program for LPNs will be implemented in September, 1986, with the nursing class which will begin this fall. LPNs who were admitted into the fall class were informed of the mobility option in July after final approval of the proposal was received.

A total of 110 students have been admitted to the fall class of BSC. Of this total, 29 are LPNs. of this group of individuals, a total of 26 practical nurses took the Nursing Mobility Profile I Examination. Prior to taking the examination, individuals were provided with an outline of test content and a six hour review session. Individuals who achieve a satisfactory score on the Nursing Mobility Profile I Examination will enroll in the transition course for the fall semester.

SECTION 4

AN ACTION PLAN FOR ARTICULATION AMONG NURSING PROGRAMS IN WEST VIRGINIA

State of Mobility Mechanisms in West Virginia

Within the state of West Virginia, most of the 17 programs which grant degrees or diplomas that qualify the individual to sit for the registered nursing examination have already established mechanisms to facilitate educational mobility for the LPN. These programs all differ somewhat in their mechanism for awarding credit to the LPN. The number of programs which have implemented a mobility mechanism offer encouragement to those LPNs who reside within their geographic vicinity.

There are, however, programs which have not implemented a mobility mechanism or whose existing mobility mechanism is excessively rigid. These programs continue to present educational barriers to practical nurses who reside in their geographic areas. In an attempt to eliminate these barriers, the Bureau of Vocational, Technical, and Adult Education convened a Task Force to investigate this situation. The purpose of the Task Force was that of formulating guidelines for articulation which could provide assistance for those programs which would either like to implement a mobility mechanism or re-evaluate their existing mobility mechanism for awarding credit for previous schooling of the LPN.

Need for Task Force

The Task Force for Educational Progression of Licensed Practical Nurses to Registered Nursing Programs was convened under the direction of the Mercer County Vocational Technical Center. The Task Force consisted of a total of 19 individuals who met for a total of three meetings over a nine-month period of time. The Task Force activities were directed by the Project Coordinator. Each meeting was structured to achieve specific objectives toward the achievement of the final project goal of developing suggested guidelines for articulation of LPNs.

Implementation

Each meeting of the Task Force afforded members the opportunity of sharing and/or gaining new information about the concept of educational mobility for LPNs. A variety of mechanisms were used to facilitate discussion and provide information to Task Force members. The objectives and structural design of each meeting are identified. Information which was provided to Task Force members is found within the appendices. This segment of this report will conclude with the suggested guidelines for articulation which were developed by the Task Force.

First Task Force Meeting

The first meeting of the Task Force was held on December 12, 1985, at the Mercer County Vocational Technical Center in Princeton, West Virginia. There were 12 members of the Task Force present at this meeting. The primary objectives of this meeting were to:

1. Explain the purpose of the Task Force.
2. Determine the attitude of the group members toward the concept of mobility.
3. Assess the knowledge of the group members in regard to the concept of mobility.
4. Assess the group members' knowledge of mobility mechanisms which were available in the state.
5. Inform the group members of the total contact hours of each of the present career tracts for nursing education.

In order to facilitate individual discussion, four questions regarding educational mobility were defined for this group. These questions were:

1. VALIDITY OF MOBILITY:

   Should the LPN be given credit or allowed to take challenge examinations just because they have had schooling and are licensed? Why or why not?

2. CONCEPT OF MOBILITY:

   Should the LPN be given credit for previous education or be required to take challenge examinations? Why?

3. MOBILITY TRACTS:

   Should LPNs be admitted with other students who are admitted to a nursing program or should a separate mobility tract be instituted?

4. TECHNIQUES OF MOBILITY:

   Should LPNs be required to take institutional challenge examinations or standardized examinations to obtain credit for their previous schooling? Should the LPN be required to complete a clinical challenge examination?

Individuals present were divided into small groups and assigned specific discussion questions. Following this small group activity, the group reconvened to review concerns and comments regarding these questions.

From this discussion the group arrived at a consensus of opinion on the following issues:

1. All members present agreed that LPNs should be allowed to participate in a mechanism to facilitate their mobility to the status of a registered nurse. The group further indicated that defining a mechanism to provide college credit for this time of previous schooling was a valid concern.
2. All members present believed that LPNs should be given the opportunity to take a challenge examination to validate their previous schooling; however, the group could not reach a consensus regarding the possibility of awarding "blanket credit" for the LPN who is accepted into a registered nursing program.
3. All members present agreed that the use of a transition course would facilitate the integration of the LPN into the nursing program curriculum.
4. Members present could not reach a consensus in regard to the most appropriate technique to use in order to facilitate educational mobility for the LPN. The advantages and disadvantages of each technique was discussed.

The conclusions and questions generated from this discussion led to the defining of the following areas of concern for further research and discussion at the next meeting:

1. Different Mechanisms for Mobility.

   Focus: Types of challenge examinations, advantages, and disadvantages.

2. Analysis of acceptable admission criteria for the mobility of the LPN into educational programs.

   Focus: What criteria is currently being utilized?
   Is it effective or discriminating in nature?

3. Types of mobility tracts for LPNs into Registered Nursing Programs.

   Focus: What are these tracts?
   How are they being utilized?

4. Types of degree or diploma granting institutions and methods to facilitate mobility into these programs.

   Focus: What is currently happening within our state?
   What are various schools doing to facilitate mobility?

Additional information which was provided to members of this group during this meeting was:

1. Analysis of Contact Hours by Career Tracts for Nursing Education (Appendix R).
2. Explanation of curriculum structure of schools of practical nursing which is suggested by the West Virginia State Board of Examiners for Licensed Practical Nurses (Appendix M).

Second Task Force Meeting

The second Task Force meeting was held at Odell Hall in Beckley, West Virginia. A total of 11 Task Force members were present at this meeting. The primary objectives of this meeting were to:

1. Inform the group members of the status of other states in regard to education mobility of the LPN.
2. Provide the group members with information about specific issues concerning the concept of mobility:
   a. Available Standardized Challenge Examinations.
   b. Varying types of mobility tracts for LPNs.
   c. Position of NLN and the American Nurses' Association on educational mobility.
3. Define strengths and weaknesses of differing mechamisms of mobility.

During this meeting, members were provided with the following information from the project director:

1. "Summary of Status of Educational Mobility for Licensed Practical Nurses in Eleven States" (Appendix S).
2. "Summary of Differing Admission Criteria for Mobility of Licensed Practical Nurses into Registered Nursing Programs" (Appendix T).
3. "Analysis of Types of Mobility Tracts for Licensed Practical Nurses into Registered Nursing Programs" (Appendix U).
4. "Standardized Challenge Examinations - A Brief Overview"(Appendix V).
5. "Attitudes Toward Articulation" (Appendix W).
6. "Statement of Practical/Vocational Nursing Competencies from NAPNES and the National League for Nursing" (Appendix X).

Members present verbalized numerous questions and concerns related to the information which was provided.

The focus for the remaining portion of this meeting was that of evaluation techniques which facilitated career mobility. A summary of the advantages and disadvantages for each of these techniques is within Appendix Y. During this meeting, the structural design of the final report was also outlined.

Third Task Force Meeting

The third meeting of the Task Force was held at the Training Place in the Town Center Mall in Charleston, West Virginia. A total of 10 members of the Task Force were present for this meeting. The primary objectives for this meeting were to:

1. Review the "Guidelines for Articulation Agreements" formulated by West Virginia Department of Education and West Virginia Board of Regents
2. Formulate suggested guidelines for articulation among nursing education programs in West Virginia

Task Force members were provided with the following information during this meeting:

1. "National League for Nursing Position Statement on Awarding Credit for Previous Nursing Knowledge and Competency" (Appendix A).
2. "Conversion of Clock Hours of Practical Nursing Programs to College Credit" (Appendix Z).
3. "Guidelines for Articulation Agreements" (Appendix AA).

Development of Action Plan

During this meeting, the Task Force members outlined an action plan for articulation among nursing education programs in West Virginia. This action plan defined a three phase approach to the development of an educational mobility tract for LPNs. Within each phase of this plan there are specific goals to be accomplished. These phases may be individually or collectively implemented depending on the particular nursing program involved. The phases of this action plan are described as follows:

Phase I. The goal to be accomplished in Phase I is that of the development of an articulation mechanism for the purpose of granting credit for nursing courses. Tasks to accomplish this goal are:

1. Meeting of groups of individuals from both Practical Nursing and Registered Nursing Programs for the purpose of:
    a. Establishing rapport between these systems.
    b. Examining curriculum of Practical Nursing and Registered Nursing Programs.
    c. Defining of curriculum content which is repetitious in both curriculums.
    d. Defining psychomotor skills mastered in Practical Nursing Program.
    e. Identifying modifications necessary in both program curriculums to enhance articulation.
    f. Developing transition courses.
2. Consideration for implementation of written articulation agreements for specific nursing courses.

The length of time required to progress through this phase is highly dependent on the individuals who are involved and their committment to the development of education mobility mechanisms which do not involve the administration of challenge examinations. While the curriculum structure for schools of practical nursing is relatively uniform the curriculm for the various registered nursing programs is very flexible and highly dependent on the philosophical base of the differing schools. This inconsistency creates a major obstacle in the development of one overall plan by which practical nurses could be awarded credit and meshed into existing curriculum of any associate degree, diploma, or baccalaureate nursing program. This obstacle therefore becomes primarily the concern of the existing registered nursing program, as faculty of these programs must perform extensive evaluation to clearly define routes for awarding credit and networking in order to avoid the repetition of courses that address skills of which the practical nurse has previously demonstrated mastery. Faculty of schools of practical nursing must also participate in the performance of an evaluation to define areas of content which may need to be improved to facilitate mobility for the practical nurse.

Once the content and skills which are basic to each program are identified, then written acknowledgements of these areas and the intent to award credit may be formalized by the usage of an articulation agreement. The West Virginia Board of Education and the West Virginia Board of Regents have adopted a document entitled "Guidelines for Articulation Agreements" (Appendix AA) which may serve as a tool to facilitate the development of an agreement between the practical nursing school and the degree or diploma granting institution. While this document may provide a mechanism to secure mobility for graduates of one particular school of practical nursing, it should not serve as a barrier for admission of LPNs from other state schools of practical nursing.. Thus individuals who are engaged in the development of educational mobility tracts are encouraged to acknowledge the fact that all schools of practical nursing within our state provide relatively the same curriculum.

Phase II. The goal to be accomplished in Phase II is that of the development of articulation mechanisms for the purpose of granting credit for support courses. Tasks to accomplish this goal are:

1. Meeting of nursing faculty of practical nursing schools with appropriate college divisions to:
    a. Establish rapport between these systems.
    b. Review of support courses offered in practical nursing programs.
    c. Define support courses required in registered nursing programs.
    d. Define curriculum which is common to both areas of support courses.

   e. Restructure support practical nursing courses so as to establish credit for course material at college level.

2. Investigate mechanisms for offering additional courses for practical nurses who choose to take courses which are required in registered nursing programs but not typically offered in practical nursing programs.

3. Consider implementation of written articulation agreements for curriculum support courses.

Progression through this phase requires the involvement of faculty of schools of practical nursing and chairpersons of different instructional divisions of the college. Divisions of the college which may be requested to participate include the divisions of Education, English, Humanities, and Natural Sciences. The curriculum structure required by the West Virginia State Board of Examiners for Licensed Practical Nurses may serve as a guide for the implementation and development of this phase. The subjects which are taught in practical nursing schools that may be considered as support courses are Social Sciences Integrated, Body Structure, and Nutrition. These subject areas are also found as support courses within many registered nursing programs.

In order to evaluate the relationship of courses provided in schools of practical nursing to those courses taught within the college environment, extensive review of course descriptions must be performed. Following this review, the school of practical nursing should expect that the college division chairpersons will have specific recommendations for the strengthening of these components. Recommendations may consist of comments regarding course content, structure or design, or they may address the academic qualifications of those individuals who are serving as instructors for the particular course. Implementation of these recommendations could result in awarding of college credit for these hours of instruction.

The meeting together of the individual representatives of the college divisions and the schools of practical nursing may also stimulate the development of mechanisms whereby additional college courses could be offered in the vocational setting. Courses such as Math, Introduction to Computer, and English, which are not requirements of schools of practical nursing but are the requirements of registered nursing programs,could be offered to these students. This would facilitate the educational mobility of the graduate practical nurse and also provide him/her with content which would serve to strengthen his/her qualifications as a graduate nurse.

As previously indicated, the use of a written articulation agreement between schools is highly dependent on the individuals who are involved. It is apparent that the articulation agreement may be a very significant task to achieve the overall goal of this phase due to the nature or extent of recommendations which may be made.

Phase III. The goal to be accomplished in Phase III is that of the development of the earn/learn mobility tract. Tasks to accomplish this goal are:

1. Examination of total curriculum which has evolved:
    a. Status of agreement in regard to nursing courses articulated.
    b. Status of agreement in regard to support courses articulated and additional courses offered.
2. Development of Earn/Learn Mobility Tract.
    a. Defining of resources interested in Earn/Learn approach to practical nursing/registered nursing mobility.
    b. Development of program goals and admission criteria.
    c. Development of structural design of curriculum.

Achievement of the goal of this phase would primarily be the responsibility of the registered nursing program. This program would need to examine the processes which have been implemented and the influence this implementation will have on its overall nursing program. Consideration must be focused on the quality of the applicant who is being screened by this mechanism and his/her specific strengths and weaknesses. The evolution of this applicant throughout the entire nursing program would need to be examined closely to determine the actual goals which must be accomplished to achieve the desired outcome.

The development of the earn/learn mobility tract is not a new concept, as it has been instituted in nursing schools in other states. This educational mobility option allows the LPN to improve and expand knowledge and skills in a part-time earn/learn program in which this individual can experience the socialization necessary as the role in nursing changes while continuing to earn a salary. To accomplish this socialization, the LPN during one year of the nursing program to become a registered nurse would attend classroom lectures to obtain the theoretical content of the nursing program, but would be excused from the required traditional clinical experience. In place of this required traditional clinical experience, the LPN would be permitted to work for pay and integrate the learning objectives for the required clinical experience into their work role while they are under the guidance of RN preceptor role models. These RN preceptors may be staff nurses employed within the participating hospital in clinical areas that meet the learning objectives of the student.

The implementation of this mobility option would involve considerable time and cooperation between the nursing program and the participation hospital. This type of mobility option could be of immense benefit to those geographic portions of West Virginia that are unable to attract sufficient numbers of qualified registered nurses.

Summary

The membership of this Task Force believes that the Action Plan for Articulaion Among Nursing Programs in West Virginia will provide the guidance that is essential when departments of nursing implement an educational mobility tract. Individuals who are pursuing the implementation of mobility mechanisms may derive additional guidance from other departments of nursing within the state of West Virginia which have existing Advanced Placement Programs. A listing of departments of nursing which have implemented these programs is located in the appendices (Appendix BB). Several departments of nursing have also provided written descriptions of their Advanced Placement Programs which are also located in the appendices (Appendix CC).

SECTION 5

RECOMMENDATIONS

The following recommendations are made to both facilitate future projects of this nature and to offer suggestions to increase articulation among nursing programs.

1. Future statewide meetings related to educational mobility for LPNs should include increased representation from college nursing programs.
2. Faculty of schools of practical nursing in the same geographic localities should unite together to approach college nursing programs for the purpose of formulating articulation agreements.
3. Transcripts from schools of practical nursing should include an indication of the college credit equivalency for the clock hours of curriculum instruction received by the student.
4. Practical Nursing programs should identify general education courses which could be incorporated into their existing curriculum.
5. Practical nursing programs should consider accepting scores students receive on the ACT (American College Testing) in lieu of requiring the individual to complete an additional admission examination.
6. Practical Nursing programs should consider administering proficiency examinations to graduates from their nursing program who are considering entry into Registered Nursing programs.
7. Faculty of Registered Nursing programs should evaluate their current mobility mechanisms to increase the articulation of nursing students.
8. Faculty of Registered Nursing programs with mobility mechanisms should implement measures to increase community awareness of this opportunity.

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APPENDIX

A

Position Statement on Awarding Credit for Previous Nursing Knowledge and Competency

A Statement Approved by the Board of Directors,
National League for Nursing
February 1985

The concept of educational mobility is supported by the National League for Nursing. Individuals seeking self-fulfillment by furthering their education have a right to a quality educational program.

Addressing the needs of these learners, educational institutions are responsible for establishing policies on admission, graduation, transfer, and earning of credits. "The faculty in each institution is responsible for applying these policies to their individual programs and developing curricular patterns and content in keeping with their beliefs and the purposes of the program. In a plan for educational mobility, opportunity should be provided for students to validate previously acquired educational and clinical competencies to facilitate advanced placement."[1]

Credit awarded for successful previous learning should be of comparable quality and be uniformly defined within an institution, regardless of the methods of instruction used.[2] Validation of prior nursing experience may include course-to-course transfer credit, advanced placement examinations, standardized assessment examinations (e.g., NLN's Nursing Mobility Profiles, ACT's PEP examinations, etc.), teacher-made examinations, performance examinations, and portfolio examinations. Credit should be granted only after appropriate assessment of learning outcomes, using reliable and valid procedures designed for that purpose.

Differences exist from institution to institution in practices concerning the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work; "however, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student."[3] Institutions are encouraged to review their policies and practices periodically to assure that they accomplish the institution's objectives and that they function in a manner that is fair and equitable to students.

Assessment that determines the applicability of prior learning to a particular curriculum also provides a basis for advanced learning. Only with faculty assessment of students' knowledge and level of skill can the integrity of the curriculum be maintained and the responsibility of the faculty be fulfilled.

Therefore, awarding of credit without validating prior learning ("blanket credit") is inappropriate; it places students at a disadvantage because developmental learning and attainment of curriculum outcomes cannot be assured.

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[1] NLN Position Statement on Education Mobility, February 1982.

[2] American Council on Education - "Guidelines for Making Credit/Non-Credit Decisions," 1983.

[3] Council on Postsecondary Accreditation, American Council on Education, American Association of Collegiate Registrars and Admissions Officers. "Joint Statement on Transfer and Award of Academic Credit," 1979.

APPENDIX

B

THE OPEN CURRICULUM IN NURSING EDUCATION*

An open curriculum is one educational approach designed to accommodate the changing career goals and learning needs of students. It facilitates entry into and exit from educational programs by capitalizing on the student's relevant education and experience. The open curriculum in nursing recognizes areas of achievement common to graduates of various types of educational programs, as well as the value of learning that takes place outside the academic setting. This is one of nursing's responses to the needs of students for more flexibility in entering the nursing education system.

The National League for Nursing supports the open curriculum in nursing education. NLN believes that:

*Individuals who wish to change career goals in nursing or enter nursing from other fields should have the opportunity to do so without unnecessary repetition of course content or clinical experience. In any type of nursing program, opportunity should be provided to students to validate previous learning and to facilitate advanced placement.

*Prospective students should be provided with effective guidance to select the nursing education program best suited to their career goals and to assist them in all stages of their nursing education.

*Schools of nursing should be supported in their efforts to experiment with innovative patterns in nursing education, including open curriculum concepts. All phases of an open curriculum program must be carefully planned with continual and follow-up evaluation as an integral part of the program's accountability to society. Open curriculum programs also need assurance of continuing financial support and of academic and community resources.

*Faculty in open curriculum programs are encouraged to carefully develop curriculum designs that meet NLN's criteria for accreditation. League accreditiation is based on a nursing program's meeting the specified criteria of an appropriate NLN education council, on the "general excellence" of the program, and on the program's "...achievement with regards to its stated objectives".**

NLN will continue to provide a forum for nursing schools interested in the development of educational innovations, including the open curriculum concept. This policy reflects the League's continuing commitment to assist nursing education in meeting society's needs.

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*A statement approved by the Board of Directors, National League for Nursing, February 1976. Reprinted with permission.

**Policies and Procedures of Accreditation for Programs in Nursing Education. New York: National League for Nursing, 1976, p. 2.

APPENDIX

C

ih/1985/BSC

PRACTICAL NURSING STUDENT
INFORMATION SHEET

Bluefield State College is collecting information about students who are enrolled within schools of Practical Nursing within the southern portion of West Virginia. Your response to the following questions will be sincerely appreciated.

PLEASE ANSWER QUESTIONS BY PROVIDING REQUESTED INFORMATION IN THE SPACE AVAILABLE OR BY CIRCLING THE APPROPRIATE RESPONSE.

1. Age:______ Sex: Male Female

2. Ethnic Origin: Black Hispanic Caucasian Other_________

3. Marital Status: Single Married Divorced Widow

4. Number of Children Living At Home________

5. Basic Education: High School Graduate GED

6. Have you ever attended college? YES NO

   If yes, state the total number of college hours completed____________

7. Do you plan to further your nursing education by seeking to become a Registered Nurse? YES NO

   If yes, will you be seeking this additional education within the next:
   Two Years Five Years Ten Years Other____________

8. Have you had any experience with computers (including home computers)? YES NO

   If yes, briefly explain____

9. Which of the following statements best describes your feelings about computers?

   *I feel frustrated by computers.
   *I feel frightened by computers.
   *I feel confused about computers.
   *I feel computers are boring.
   *I feel I want to learn more about computers.
   *I am uncertain about my feelings about computers.
   *Other______________________________

10. Since you have been in Practical Nursing School, which of the following has inferred or created the most problems for you?

   *Transporation
   *Loss of Income
   *Loss of Time
   *Increased financial burdons due to school
   *Adjustment of family members
   *Other____________________

APPENDIX

D

ih/1985/BSC

LICENSED PRACTICAL NURSE
INFORMATION SHEET

Bluefield State College is collecting information about Licensed Practical Nurses who reside within southern West Virginia. The information which is collected will assist us in planning to meet the needs of Licensed Practical Nurses who may be seeking enrollment in our program. Your response to the following questions will be sincerely appreciated. (Please respond regardless of whether or not you will seek additional schooling as this information will be utilized by individuals within the state vocational education system also.) Your response to the following questions will be sincerely appreciated.

PLEASE ANSWER QUESTIONS BY PROVIDING REQUESTED INFORMATION IN THE SPACE AVAILABLE OR BY CIRCLING THE APPROPRIATE RESPONSE.

1. Age: ________ Sex: Male Female

2. Ethnic Origin: Black Hispanic Caucasian Other__________

3. Marital Status: Single Married Divorced Widow

4. Number of Children Living At Home: ________

5. Basic Education: High School Graduate GED

6. What is the name of the Practical Nursing School from which you graduated?
____

What year did you graduate from school?______________________

How many years have you actively worked as an LPN? ___________

7. Have you had any experience with computers (including home computers)? YES NO

If YES, briefly explain______________________________________

8. Which of the following statements best describes your feelings about computers?

*I feel frustrated by computers. *I feel frightened by computers. *I feel confused about computers.

*I feel computers are boring. *I am uncertain about my feelings about computers. *I feel I want to learn more about computers.

*Other____

9. Have you ever attended college? YES NO

If yes, state the total number of college hours completed__________

10. Do you plan to further your nursing education by seeking to become a Registered Nurse? YES NO

If yes, will you be seeking this additional education within the next:
Two Years Five Years Ten Years Currently Enrolled In Nursing Program (already accepted)

11. If you were to enroll in classes to complete your requirements to become a Registered Nurse, would you prefer classes:

A. At Night During Day During Afternoon

B. Spaced out over three days (lecture & clinical) All lecture within one 8 hour day with additional clinical days (7:30 - 12:30) Other________________

12. If you returned to school, which of the following would interfer most or create the most problem for you?

*Transportation *Loss of Income *Loss of Time

*Increased financial burdons due to schooling *Adjustment of family members *Other______________________

13. If you could plan a nursing program to meet your needs, what would be "ideal" for you? Please be specific. (Answer on back of paper, indicating ideas in regard to time frame, ways to present lecture, clinical, etc).

APPENDIX

E

STUDENT INFORMATION

Circle appropriate nursing care: 101 102 201 202

Name: ______________________ Social Security #: ____________

Address: ____

Phone # where you can be reached in evening/early morning: ____________

Age: ________ Sex: ________ Marital Status (circle): M S D W

Children (number & age): ______________________________

Ethnic Origin (circle): Black Hispanic Caucasian Other

Have you ever been employed in a health-related field? Yes No

If Yes, please specify: LPN Nursing Asst Other ______________

How long were you employed in this field? ______________________

Are you currently employed? Yes No Where? ______________

How many hours/week? ________ Type of Employment ______________

Do you plan to continue employment during the remainder of enrollment in nursing school? Yes No

Are you receiving any financial aid? Yes No If Yes, type: ________

Have you ever been enrolled in Bluefield State College Nursing Program prior to your current enrollment? Yes No If so, when? ____________

Reason for withdrawal? ______________________________

Date: ______________

Have there been any interruptions of one semester or more in your progression through the Bluefield State College Nursing Program for any reason?
Yes No If Yes, when? ________ Reason: ______________

Have you successfully CLEPed any courses required for this program?
Yes No If Yes, which courses? ______________________

____

Do you have: High School Diploma GED Year Obtained: __________

College Degree Major ______________ Year __________

How many hours had you completed prior to entering nursing? __________

How many hours for college credit are you currently taking?
Nursing ________ Other ________ Specify courses you are currently taking: ______________________________

What courses must you still take to complete this program? __________

____

When and Where do you plan to take these? ______________________

How far do you travel to come to school (one way)? ______________

Do you have a car poole? Yes No If so, with whom? ______________

APPENDIX

F

1986/BSC/ih

FACULTY QUESTIONNAIRE/FIRST YEAR FACULTY

1. Identify content areas in Nursing I which you believe are repetitious for the LPN entering our nursing program.

2. Identify content areas in Nursing II which you believe are repetitious for the LPN entering our nursing program.

3. Identify content areas in Nursing I which you believe are new for the LPN entering our nursing program.

4. Identify content areas in Nursing II which you believe are new for the LPN entering our nursing program.

5. Briefly identify how you believe the Nursing Enrichment course should be structured. Indicate how material should be presented, clinical structured, and how you see the role of the instructor in this course.

FACULTY QUESTIONNAIRE/SECOND YEAR FACULTY

1. Explain the difference in the LPN student as opposed to our generic student when you begin instruction in the fall semester. Are there any differences? Is one a stronger student than the other? (Be specific.)

2. Identify problems which you believe may be created by allowing the LPN to challenge the first year of our nursing program. Be specific -- ie, skills, theory, attitude problems.

3. Identify content areas which you believe are essential within the Nursing Enrichment course.

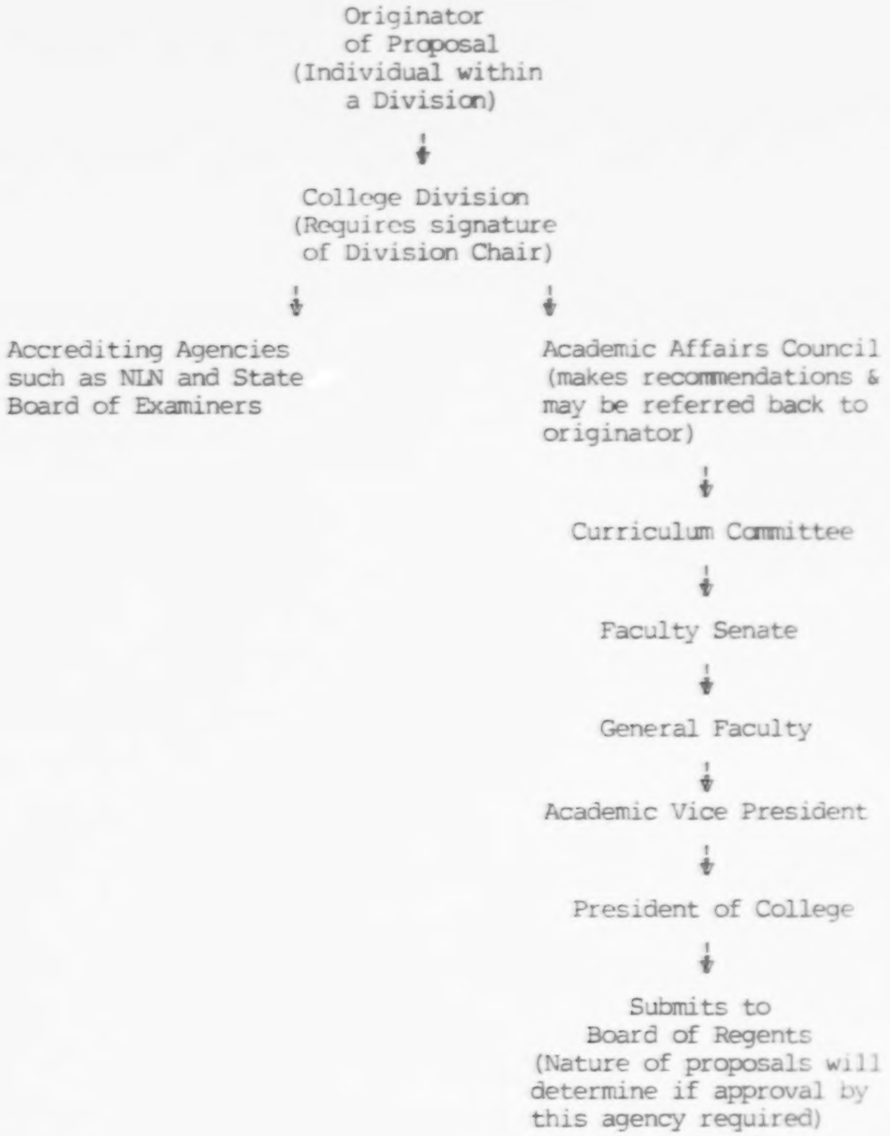
4. Briefly identify how you believe the Nursing Enrichment course should be structured. Indicate how material should be presented, clinical structured, and how you see the role of the instructor in this course.

APPENDIX

G

ROUTING OF CURRICULUM AND ACADEMIC PROPOSALS

In order to implement or change a curriculum or course which exists within the academic structure of Bluefield State College, a proposal must be submitted by an individual for review and approval by all other divisions and faculty within the college. The schematic below outlines this approval process.



Originator
of Proposal
(Individual within
a Division)

College Division
(Requires signature
of Division Chair)

Accrediting Agencies
such as NLN and State
Board of Examiners

Academic Affairs Council
(makes recommendations &
may be referred back to
originator)

Curriculum Committee

Faculty Senate

General Faculty

Academic Vice President

President of College

Submits to
Board of Regents
(Nature of proposals will
determine if approval by
this agency required)

1986/ih

APPENDIX

H

Table 1

Comparison of Demographic Data of
Students Enrolled in Six Schools of
Practical Nursing in Southern West Virginia

Table 2

Summary of Demographic Data of
Students Enrolled in Six Schools of
Practical Nursing in Southern West Virginia

COMPARISON OF DEMOGRAPHIC DATA OF STUDENTS
ENROLLED IN SIX SCHOOLS OF PRACTICAL NURSING
IN SOUTHERN WEST VIRGINIA

1986 BSC/1

SCHOOL/NO.	AGE M	SEX			ORIGIN			MARITAL STATUS			CHILDREN M	EDUCATION			COLLEGE EXPERIENCE			COLLEGE HRS M	RN SCHOOL FUTURE PLANS			COMPUTER EXPERIENCE		
			Abs.	Rel.		Abs.	Rel.		Abs.	Rel.			Abs.	Rel.		Abs.	Rel.			Abs.	Rel.		Abs.	Rel.
R.C.V.T.C. *No. 32	29.84	F	28	87.50%	Cau	26	81.25%	Sn	8	25.00%	1.53	HS	24	75.00%	Y	15	46.87%	19.67	Y	31	96.87%	Y	12	37.50%
		M	1	3.13%	Bl	6	18.75%	M	17	53.12%		GED	5	15.62%	N	17	53.13%		N	1	3.13%	N	20	62.50%
		NR	3	9.37%				D	3	9.38%														
								W	3	9.38%														
								Sp	1	3.12%														
Wyoming Cty. *No. 7	26.4	F	7	100.00%	Cau	7	100.00%	M	4	57.14%	1	HS	5	71.43%	Y	2	28.57%	4.1	Y	7	100.00%	Y	2	28.57%
		M	0	0%	Bl	0	0%	D	3	42.86%		GED	2	28.57%	N	5	71.43%		N	0	0%	N	5	71.43%
Fayette Cty. *No. 15	30.13	F	13	86.66%	Cau	14	93.33%	Sn	2	13.33%	2.13	HS	13	86.67%	Y	4	26.67%	8.6	Y	14	93.33%	Y	5	33.33%
		M	1	6.67%	Bl	1	6.67%	M	9	60.00%		GED	2	13.33%	N	11	73.33%		N	1	6.67%	N	10	66.67%
		NR	1	6.67%				D	4	26.67%														
Summers Cty. *No. 13	27.4	F	13	100.00%	Cau	13	100.00%	Sn	6	46.15%	1.3	HS	11	84.62%	Y	4	30.77%	6.1	Y	8	61.54%	Y	2	15.38%
		M	0	0%	Bl	0	0%	M	6	46.15%		GED	2	15.38%	N	9	69.23%		N	5	38.46%	N	11	84.63%
								D	1	7.70%														
Mercer Cty. *No. 20	30.25	F	20	100.00%	Cau	19	95.00%	Sn	6	30.00%	1.6	HS	17	85.00%	Y	9	45.00%	4.3	Y	18	90.00%	Y	9	45.00%
		M	0	0%	Bl	1	5.00%	M	14	70.00%		GED	3	15.00%	N	11	55.00%		N	2	10.00%	N	11	55.00%
Region IV *No. 9	27.33	F	9	100.00%	Cau	9	100.00%	Sn	3	33.33%	1.66	HS	6	66.67%	Y	3	33.33%	5.77	Y	6	66.67%	Y	3	33.33%
		M	0	0%	Bl	0	0%	M	6	66.67%		GED	3	33.33%	N	6	66.67%		N	2	22.22%	N	6	66.67%
																			UD	1	11.11%			

Abs. - Absolute frequency
Rel. - Relative frequency
M - Mean of number
*No. - Number surveyed from school

F - Female
M - Male
NR - No Response

Cau - Caucasian
Bl - Black
AI - American Indian

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

HS - High School
GED - General Education Diploma

Y - Yes
N - No
UN - Undecided
MB - Maybe

SUMMARY OF DEMOGRAPHIC DATA OF STUDENTS
ENROLLED IN SIX SCHOOLS OF PRACTICAL NURSING
IN SOUTHERN WEST VIRGINIA

N 96 Students
6 Schools of Practical Nursing

1986/BSC/in

AGE M	SEX			ORIGIN			MARITAL STATUS			CHILDREN M	EDUCATION			COLLEGE EXPERIENCE			COLLEGE HRS M	RN SCHOOL FUTURE PLANS			COMPUTER EXPERIENCE		
		Abs.	Rel.		Abs.	Rel.		Abs.	Rel.			Abs.	Rel.		Abs.	Rel.			Abs.	Rel.		Abs.	Rel.
29.16	F	90	93.75%	Cau	88	91.67%	Sn	25	26.04%	1.59	HS	76	79.17%	Y	31	32.29%	10.55	Y	84	87.50%	Y	33	34.37%
	M	2	2.08%	Bl	8	8.33%	M	56	58.33%		GED	17	17.70%	N	65	67.71%		N	11	11.46%	N	63	65.62%
	NR	4	4.17%				D	11	11.46%		NR	3	3.13%					UD	1	1.04%			
							W	3	3.13%														
							Sp	1	1.04%														

LEGEND:

F - Female
M - Male
NR - No Response
Cau - Caucasian
Bl - Black
AI - American Indian
H - Hebrew

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

HS - High School
GED - General Education Diploma
Y - Yes
N - No
UD - Undecided
MB - Maybe

Abs. - Absolute frequency
Rel. - Relative frequency
M - Mean of number

APPENDIX

I

Table 1

Comparison of Demographic Data of
Licensed Practical Nurses Employed at
Twelve Hospitals in Southern West Virginia

Table 2

Summary of Demographic Data of
Licensed Practical Nurses Employed in
Twelve Hospitals in Southern West Virginia

COMPARISON OF DEMOGRAPHIC DATA OF
LICENSED PRACTICAL NURSES EMPLOYED AT
TWELVE HOSPITALS IN SOUTHERN WEST VIRGINIA

N 108 LPN
12 Hospitals/Southern WV

1986/SGC ln

HOSPITAL NO.	AGE M	SEX	ORIGIN	MARITAL STATUS	CHILDREN M	EDUCATION	COLLEGE EXPERIENCE	COLLEGE HR M	RN SCHOOL FUTURE PLANS	COMPUTER EXPERIENCE
		Abs. Rel.	Abs. Rel.	Abs. Rel.		Abs. Rel.	Abs. Rel.		Abs. Rel.	Abs. Rel.
Princeton Comm. Hosp. No. 10	32.1	F 10 100.00% M 0 0%	Cau 10 100.00%	M 9 90.00% D 1 10.00%	1.1	HS 10 100.00%	Y 3 30.00% N 7 70.00%	7	Y 8 80.00% N 2 20.00%	Y 4 40.00% N 6 60.00%
Bluefield Comm. Hosp. No. 43	38.79	F 39 90.70% M 2 4.65% NR 2 4.65%	Cau 40 93.02% Bl 1 2.33% H 1 2.33% NR 1 2.33%	Sn 5 11.63% M 28 65.12% D 7 16.28% W 2 13.33%	.08	HS 35 81.40% GED 8 18.60%	Y 15 34.88% N 27 62.79% NR 1 2.33%	8.69	Y 22 51.16% N 9 20.93% MB 12 27.91%	Y 23 53.49% N 20 46.51%
Plateau Medical Cent. No. 15	43.2	F 15 100.00% M 0 0%	Cau 12 80.00% Bl 1 20.00%	Sn 1 6.67% M 9 60.00% D 3 20.00% W 2 13.33%	1.067	HS 12 80.00% GED 3 20.00%	Y 10 66.67% N 5 33.33%	9.86	Y 10 66.67% N 5 33.33%	Y 0 0% N 15 100.00%
Summers Cty. Hosp. No. 13	42.8	F 13 100.00% M 0 0%	Cau 12 92.30% Bl 1 7.70%	Sn 3 23.08% M 7 53.84% D 2 15.38% W 1 7.70%	1	HS 10 76.92% GED 3 23.08%	Y 2 15.38% N 11 84.62%	1.46	Y 3 23.08% N 9 69.23% UD 1 7.69%	Y 2 15.38% N 11 84.62%
St. Lukes Hosp. No. 4	22.5	F 4 100.00% M 0 0%	Cau 3 75.00% Bl 1 25.00%	Sn 1 25.00% M 2 50.00% D 1 25.00%	1	HS 2 50.00% GED 2 50.00%	Y 3 75.00% N 1 25.00%	13.75	Y 3 75.00% N 0 0% UD 1 25.00%	Y 1 25.00% N 3 75.00%
Beckley Appalachian Regional Hosp. No. 16	44.1	F 15 93.75% M 0 0% NR 1 6.25%	Cau 13 81.25% Bl 2 12.50% AI 1 6.25%	M 9 56.25% D 5 31.25% W 1 6.25% Sp 1 6.25%	1	HS 11 68.75% GED 5 31.25%	Y 7 43.75% N 9 56.25%	3.42	Y 6 37.50% N 9 56.25% UD 1 6.25%	Y 3 18.75% N 13 81.25%
Stevens Clinic Hosp. No. 8	38.7	F 8 100.00% M 0 0%	Cau 6 75.00% Bl 2 25.00%	M 6 75.00% D 1 12.50% W 1 12.50%	1.5	HS 5 62.50% GED 3 37.50%	Y 2 25.00% N 6 75.00%	1.5	Y 4 50.00% N 1 12.50% MB 3 37.50%	Y 2 25.00% N 6 75.00%
Raleigh General Hosp. No. 15	34.53	F 14 93.33% M 1 6.67%	Cau 15 100.00%	Sn 2 13.33% M 12 80.00% D 1 6.67%	1.066	HS 11 73.33% GED 4 26.67%	Y 13 86.67% N 2 13.33%	16.5	Y 12 80.00% N 3 20.00%	Y 2 13.33% N 13 86.67%
Veterans Adm. Hosp. No. 12	32.16	F 12 100.00% M 0 0%	Cau 11 91.67% NR 1 8.33%	Sn 1 8.33% M 9 75.00% D 2 16.67%	1.9	HS 11 91.67% GED 1 8.33%	Y 7 58.33% N 5 41.67%	17.08	Y 9 75.00% N 3 25.00%	Y 2 16.67% N 10 83.33%
Beckley Hosp. No. 20	33.75	F 19 95.00% M 0 0% NR 1 5.00%	Cau 18 90.00% Bl 2 10.00%	Sn 2 10.00% M 11 55.00% D 6 30.00% W 1 5.00%	1.7	HS 15 75.00% GED 4 20.00% NR 1 5.00%	Y 11 55.00% N 9 45.00%	14.2	Y 18 90.00% N 2 10.00%	Y 5 25.00% N 15 75.00%
Summers Memorial Hosp. No. 14	41.7	F 13 92.86% M 0 0% NR 1 7.14%	Cau 14 100.00%	Sn 1 7.15% M 9 64.28% D 2 14.28% W 2 14.28%	1.07	HS 10 71.43% GED 3 21.42% NR 1 7.15%	Y 5 35.77% N 9 64.28%	5.21	Y 6 42.85% N 6 42.85% MB 2 14.30%	Y 1 7.14% N 12 85.72% NR 1 7.14%
Welch Emergency Hosp. No. 12	38.41	F 12 100.00% M 0 0%	Cau 10 83.33% Bl 2 16.67%	M 6 50.00% D 5 41.67% W 1 8.33%	.966	HS 11 91.67% GED 1 8.33%	Y 4 33.33% N 8 66.67%	6.16	Y 11 91.67% N 1 8.33%	Y 2 16.67% N 10 83.33%
Mail In Group No. 6	42.16	F 4 66.67% M 2 33.33%	Cau 6 100.00%	Sn 1 16.67% M 5 83.33%	1.67	HS 3 50.00% GED 3 50.00%	Y 3 50.00% N 3 50.00%	13.5	Y 4 66.67% N 2 33.33%	Y 3 50.00% N 3 50.00%

Legend:

F - Female
M - Male
NR - No Response
Cau - Caucasian
Bl - Black
AI - American Indian
H - Hebrew

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

HS - High School
GED - General Education Diploma
Y - Yes
N - No
UD - Undecided
MB - Maybe

M - Mean
Abs. - Absolute frequency
Rel. - Relative frequency

BEST COPY AVAILABLE

SUMMARY OF DEMOGRAPHIC DATA OF
LICENSED PRACTICAL NURSES EMPLOYED IN
TWELVE HOSPITALS IN SOUTHERN WEST VIRGINIA

1986/BSC/in

HOSPITAL/NO.	AGE M	SEX			ORIGIN			MARITAL STATUS			CHILDREN M	EDUCATION			COLLEGE EXPERIENCE			COLLEGE HRS M	RN SCHOOL FUTURE PLANS			COMPUTER EXPERIENCE		
			Abs.	Rel.		Abs.	Rel.		Abs.	Rel.			Abs.	Rel.		Abs.	Rel.			Abs.	Rel.		Abs.	Rel.
12 Hospitals	35.71	F	178	94.68%	Cau	170	90.43%	Sn	17	9.04%	1.104	HS	146	77.66%	Y	85	45.22%	8.6	Y	116	61.70%	Y	50	26.60%
No. Surveyed 646		M	5	2.66%	Bl	14	7.44%	M	122	64.89%		GED	40	21.28%	N	102	54.25%		N	52	27.66%	N	137	72.87%
No. Responding 188*		NR	5	2.66%	AI	1	.53%	D	36	19.15%		NR	2	1.06%	NR	1	.53%		NR	2	1.07%	NR	1	.53%
					H	1	.53%	W	12	6.38%									UD	1	.53%			
					NR	2	1.07%	Sp	1	.54%									MB	17	9.04%			

*182 individuals responded from 12 hospitals & 6 individuals mailed responses to College

Legend:

F - Female
M - Male
NR - No Response
Cau - Caucasian
Bl - Black
AI - American Indian
H - Hebrew

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

HS - High School
GED - General Education Diploma
Y - Yes
N - No
UD - Undecided
MB - Maybe

M - Mean number
Abs. - Absolute frequency
Rel. - Relative frequency

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APPENDIX

J

SUMMARY LPN PREFERENCE
FOR SCHEDULING NURSING CLASSES 1986/ih

TIME FRAME	ABSOLUTE FREQUENCY*
Night	46
Day	64
Afternoon	10
Spaced over 3 days (Lecture & Clinical)	57
All lectures within one 8-hour day with additional Clinical days (7:30-12:30)	48

*Note a total of 105 LPNs indicated that they planned to attend RN school within the next five years. Some individuals who responded to questions on classes had indicated they did not plan to attend school to beome an RN, thus Absolute Frequency of number is indicated in this column.

APPENDIX

K

SUMMARY RETURNING TO SCHOOL
PROBLEMS DEFINED BY LPN 1986/ih

PROBLEM	ABSOLUTE FREQUENCY*
Transportation	13
Loss of Income	93
Loss of Time	11
Increased Financial Burdens due to Schooling	66
Adjustment of Family Members	32
Others	5

*Note a total of 105 LPNs indicated that they planned to attend RN school within the next five years. Some individuals who responded to the questions on classes had indicated they did not plan to attend school to become an RN, thus Absolute Frequency of number is indicated on this column.

APPENDIX

L

Bluefield State College Student Data

Table 1

By Individual Level

Table 2

By Level Groups

Table 3

By Campus

BLUEFIELD STATE COLLEGE STUDENT DATA
BY INDIVIDUAL LEVEL

1986/BSC/ih

LEVEL	SEX	AGE μ	ORIGIN	MARITAL STATUS	CHILDREN μ	HEALTH OCCUPATION	COLLEGE HRS μ
	Abs. Rel.		Abs. Rel.	Abs. Rel.		Abs. Rel.	
Freshman Beckley N 41 /100%*	F 38 92.68% M 3 7.32%	29.12	Cau 40 97.56% AI 1 2.44%	Sn 11 26.83% M 28 68.29% D 1 2.44% W 1 2.44%	1.51	LPN 14 34.15% NA 1 2.44%	32.75
Sophomore Beckley N 37 /78%*	F 33 89.19% M 4 10.81%	26.45	Cau 37 100.00%	Sn 14 37.84% M 19 51.35% D 3 8.11% Sp 1 2.70%	.80	LPN 3 8.11% NA 4 10.81%	42.75
Freshman Bluefield N 53 /100%*	F 49 92.45% M 4 7.55%	[illegible].07	Cau 50 94.34% Bl 2 3.78% NR 1 1.88%	Sn 25 47.17% M 21 39.62% D 7 13.21%	.92	LPN 7 13.20% NA 4 7.44%	21.64
Sophomore Bluefield N 41 /93.18%	F 37 90.24% M 4 9.76%	26.48	Cau 40 97.56% Hs 1 2.44%	Sn 19 46.34% M 16 39.02% D 6 14.64%	.56	LPN 4 9.76% NA 10 24.39% RT 1 2.44%	29.26

LEGEND:

N - Number surveyed
* - % of all students enrolled who responded to survey
F - Female
M - Male

μ - Mean number
Abs. - Absolute Frequency
Rel. - Relative Frequency
HS - High School
GED - General Education Diploma

Cau - Caucasian
Bl - Black
AI - American Indian
Hs - Hispanic
H - Hebrew
NR - No Response

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

Y - Yes
N - No
UD - Undecided
MB - Maybe
NA - Nurse's Aide
RT - Respiratory Therapist

BLUEFIELD STATE COLLEGE STUDENT DATA
BY LEVEL GROUPS

1986/BSC/ih

GROUP	SEX	AGE μ	ORIGIN	MARITAL STATUS	CHILDREN μ	HEALTH OCCUPATION	COLLEGE HRS μ
	Abs. Rel.		Abs. Rel.	Abs. Rel.		Abs. Rel.	
Freshman N 94 /100%*	F 87 92.55% M 7 7.45%	26.84	Cau 91 95.75% Bl 2 2.13% AI 1 1.06% NR 1 1.06%	Sn 36 38.30% M 49 52.13% D 8 8.51% W 1 1.06%	1.18	LPN 21 22.34% NA 5 5.32%	26.57
Sophomore N 78 /85.74%*	F 70 89.74% M 8 10.76%	26.47	Cau 77 98.72% Bl 0 00.00% Hs 1 1.28	Sn 33 42.31% M 35 44.87% D 9 11.54% Sp 1 1.28%	.74	LPN 7 8.97% NA 14 17.95% RT 1 1.28%	35.66
Composite Group N 172 /92.97%*	F 157 91.28% M 15 8.72%	26.67	Cau 167 97.10% Bl 2 1.16% Hs 1 .58% AI 1 .58% NR 1 .58%	Sn 69 40.12% M 84 48.84% D 17 9.88% W 1 .58% Sp 1 .58%	.98	LPN 28 16.28% NA 19 11.05% RT 1 .58%	30.69

LEGEND:

N - Number surveyed
* - % of all students enrolled who responded to survey
F - Female
M - Male

μ - Mean number
Abs. - Absolute Frequency
Rel. - Relative Frequency
HS - High School
GED - General Education Diploma

Cau - Caucasian
Bl - Black
AI - American Indian
Hs - Hispanic
H - Hebrew
NR - No Response

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

Y - Yes
N - No
UD - Undecided
MB - Maybe
NA - Nurse's Aide
RT - Respiratory Therapist

BLUEFIELD STATE COLLEGE STUDENT DATA
BY CAMPUS

1986/BSC/ih

CAMPUS	SEX	AGE μ	ORIGIN	MARITAL STATUS	CHILDREN μ	HEALTH OCCUPATION	COLLEGE HRS μ
	Abs. Rel.		Abs. Rel.	Abs. Rel.		Abs. Rel.	
Beckley N=78 /88.6%*	F 71 91.03% M 7 8.97%	27.85	Cau 77 98.72% Bl 0 0.00% AI 1 1.28%	Sn 25 32.05% M 47 60.26% D 4 5.13% Sp 1 1.28% W 1 1.28%	1.17	LPN 17 21.80% NA 5 6.41%	37.60
Bluefield N=94 /96.90%*	F 86 91.49% M 8 8.51%	25.69	Cau 90 95.75% Bl 2 2.13% Hs 1 1.06% NR 1 1.06%	Sn 44 46.81% M 37 39.36% D 13 13.38%	.819	LPN 11 11.71% NA 14 14.89% RT 1 1.06%	24.96
Composite Group N=172 /92.97%*	F 157 91.28% M 15 8.72%	26.67	Cau 167 97.10% Bl 2 1.16% Hs 1 .58% AI 1 .58%	Sn 69 40.12% M 84 48.84% D 17 9.88% W 1 .58% Sp 1 .58%	.98	LPN 28 16.28% NA 19 11.05% RT 1 .58%	30.69

LEGEND:

N - Number surveyed
* - % of all students enrolled who responded to survey
F - Female
M - Male

μ - Mean number
Abs. - Absolute Frequency
Rel. - Relative Frequency
HS - High School
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Cau - Caucasian
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Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

Y - Yes
N - No
UD - Undecided
MB - Maybe
NA - Nurse's Aide
RT - Respiratory Therapist

APPENDIX

M

DIVISION of HOURS
for
CLASSROOM and SUPERVISED CLINICAL INSTRUCTION

SUBJECT	SUGGESTED ACTUAL INSTRUCTIONAL TIME
Principles & Fundamentals	200
Social Sciences Integrated	150
Body Structure	60
Nutrition & Diet Therapy	40
Pharmacology	80
Medical Surgical	450
Obstetrical	80
Pediatric Nursing	80
Mental Health	80
Geriatric	80
Total Instructional Hours	1300

No less than ¼, nor more than ½ of actual instructional time may be devoted to theory unless written justification is presented to the Board.

* Source: West Virginia State Board of Examiners for Licensed Practical Nurses Manual of Recommendations and Requirements for Education and Licensure

APPENDIX

N

	REPETITIOUS CONTENT LPN	REPETITIOUS CONTENT LPN	NEW CONTENT LPN	NEW CONTENT LPN	ENRICHMENT COURSE
Number 1	* Basic skills, TPR & BP, i.e.	* Basic patient care in post partum * Clinic visits	* Nursing Process * Role of Nurse	* Cold Stress * Common Characteristics of neonate * Respiratory Distress Syndrome * Parent-Infant bonding * Complications in Pregnancy	* Emphasis on role of RN and how it differs from LPN * Interpersonal skills * Complicated nursery care * Medications * Role of patient advocate
Number 2	* Basic skills in lab * Basic knowledge for all units	* Basic knowledge of Obstetrics and Pediatrics	* Nursing Process * Nutrition * Communication * Math * Theoretical content of units as opposed to basic skills	* In depth theoretical knowledge of Obstetrics and Pediatrics * Application of Nursing Process to care of Obstetrical and Pediatric patients * Concepts of Growth & Development	* Teach course in summer prior to entering Nursing III * Course should generate a letter grade * 10 weeks in length with 5 clinical experiences (postpartum, antepartum, labor and delivery, and 2 pediatric) * Present in lecture format with notes available for student to follow * 5 hours lecture per week with clinical component every other week * Students self assess learning with instructor guidance
Number 3	* Basic Skills * Basic knowledge of psychomotor skills, cleanliness, circulatory, fluid & electrolyte, pain, rest, elimination, respiratory, nutrition, medication, and asepsis	* Basic knowledge of Obstetrics and Pediatrics	* Nursing Process * Feedback systems * Selye, Stress and adaptation * Communication * In depth theoretical knowledge base, i.e. motor, comfort * Math - not new concept, but they are extremely weak!	* Application of Nursing Process to caring for obstetric and pediatric patients * Growth & Development concepts * In depth theory base for Obstetric and Pediatrics	* Course taught in summer prior to entering Nursing III * Students will receive letter grades * 10 weeks with 5 clinical experiences (postpartum, antepartum, labor & delivery and 2 pediatric) * Lecture format from lecture notes available to students * 5 hours lecture with clinical every other week * Utilized self assessment with instructor input ROLE OF INSTRUCTOR: ASSIST STUDENT IN IDENTIFYING AND MEETING

SUMMARY OF RESPONSE OF
SECOND YEAR NURSING FACULTY REGARDING
CONTENT OF NURSING ENRICHMENT COURSE

N=4
P=8

50.00% Response

RESPONDANT	DIFFERENCE LPN STUDENT	PROBLEMS CREATED BY CHALLENGE	CONTENT AREAS - COURSE	STRUCTURE
Number 1	* Stronger technical skills in LPN; also stronger background with regard to medications * LPN does not necessarily display more confidence than generic student	* Believe LPN attitude is largest obstacle to overcome	* Believe focus should be on role since these individuals will be assuming new role	* Need to have clinical component to assess skill level
Number 2	* Stronger technical skills in LPN; LPN is very supportive to generic student * LPN not always receptive to theory based practice; while generic is more receptive to theory based practice * Generic student does not have pre-conceived ideas about nursing practice	* One year for socialization of LPN to RN may not be enough * Rationale for fundamentals of nursing practice may not be as strong in LPN as generic student	* Assure nursing rationale for theory based practice is provided * Assure LPN acknowledges differences between task oriented health care provider and professional practice	* Address role of RN, i.e. socialization factors regarding differences of RN & LPN * Address theory for rationale guiding practice especially with regard to procedures * Class structure one semester: 3-4 hr Lecture 1 hr Clinical (1 hr = 2.5 hr) * Formal lecture may not be appropriate for course; Group and/or individual discussion & presentations should be included also
Number 3	* LPN appear more at ease with clients; more comfortable with psychomotor skills * Generic student is often timid in their "Hands On Approach"; more overt anxiety with procedures * Believe Nursing Process Worksheet for both Generic and LPN student are same in regard to quality and content	* Potential problem area related to socialization and role change * Concerned over LPN learning scientific principles regarding procedures	1) Distinction between practical vs. technical nursing 2) Communication skills 3) Nursing process vs. nursing process as required by program 4) Maternal/child health; family 5) Psychomotor skills not taught in Practical Nursing program should be addressed	* Designed with student/faculty input as to specific areas to be addressed (flexible) * Group projects and discussions * Clinical designed with student's specific learning needs as focus ROLE OF INSTRUCTOR TO ACT AS A RESOURCE PERSON, ROLE MODEL & FACILITATOR FOR THE TRANSITION BETWEEN PRACTICAL AND TECHNICAL NURSING
Number 4	* LPN usually more organized when functioning in clinical area	* Understanding of the rationale for nursing intervention	1) Pathophysiology 2) Nursing Process	* Input from the students pertaining to their needs

APPENDIX

O

Table 1

Comparison Demographic Variables of
Current Associate Degree Nursing Students,
Practical Nursing Students, and
LPNs Working in Southern West Virginia

Table 2

Comparison Educational Variables of
Current Practical Nursing Students
and LPNs Working in Southern West Virginia

COMPARISON DEMOGRAPHIC VARIABLES OF CURRENT ASSOCIATE DEGREE NURSING STUDENTS, PRACTICAL NURSING STUDENTS, AND LPNs WORKING IN SOUTHERN WEST VIRGINIA

1986/ih

POPULATION	SEX	AGE μ	ETHNIC ORIGIN	MARITAL STATUS	CHILDREN μ	COLLEGE HOURS μ
Nursing Students Bluefield State College *N=172	F 91.28% M 8.72%	26.67	Cau 97.10% Bl 1.16% HS .58% AI .58% NR .58%	Sn 40.12% M 48.84% D 9.88% W .58% Sp .58%	.98	30.69
Nursing Students Six Schools of Practical Nursing in Southern WV *N-96	F 93.75% M 2.00% NR 4.17%	29.16	Cau 91.67% Bl 8.33%	Sn 26.04% M 58.33% D 11.46% W 3.13% Sp 1.04%	1.59	10.55
LPNs Employed in Southern WV *N=188	F 94.68% M 2.66% NR 2.66%	35.71	Cau 90.43% Bl 7.44% AI .53% H .53% NR 1.07%	Sn 9.04% M 64.89% D 19.15% W 6.38% Sp .54%	1.104	8.6

Legend:

*N - Number individuals surveyed
μ - Mean of number

F - Female
M - Male
NR - No Response

Cau - Caucasian
Bl - Black
AI - American Indian
H - Hebrew
HS - Hispanic

Sn - Single
M - Married
D - Divorced
W - Widow
Sp - Separated

COMPARISON EDUCATIONAL VARIABLES OF CURRENT PRACTICAL NURSING STUDENTS AND LPNs WORKING IN SOUTHERN WEST VIRGINIA

1986/ih

POPULATION	EDUCATIONAL BACKGROUND	COLLEGE EXPERIENCE	COLLEGE HOURS μ	RN SCHOOL FUTURE PLANS	COMPUTER EXPERIENCE
Nursing Students in Six Schools of Practical Nursing in Southern WV *N=96	HS 79.17% GED 17.70% NR 3.13%	Y 32.29% N 67.71%	10.55	Y 87.50% N 11.46% UD 1.04%	Y 34.37% N 65.62%
LPNs Employed in Southern WV *N=188	HS 77.66% GED 21.28% NR 1.06%	Y 45.22% N 54.25% NR .53%	8.6	Y 61.70% N 27.66% NR 1.07% UD .53% MB 9.04%	Y 26.60% N 72.87% NR .53%

Legend:

HS - High School
GED - General Education Diploma
Y - Yes
N - No

UD - Undecided
MB - Maybe
*N - Number individuals surveyed

APPENDIX

P

Curriculum/Program Proposal Form

Originator's Name: India Hosch

Division: Health Sciences Submittal Date: 3/26/86

Curriculum/Program Title: Advanced Placement Program for Licensed Practical Nurses

Designate: _____ New X Existing Curriculum/Program Modification

If existing curriculum/program modification, state:

A. Change total credit hours from same to same.
B. Percentage revision in content from existing curriculum/program 30%

NOTE: The Advanced Placement Program will focus on presenting content which has not been previously taught to the Licensed Practical Nurse during their earlier schooling.

Curriculum/Program Format:

NEW			OLD		
First Year			**First Year**		
	First Semester			First Semester	
BIOL 201	Human Anatomy & Physiology	3	BIOL 201	Human Anatomy & Physiology	3
BIOL 203	Lab Biol 201	1	BIOL 203	Lab Biol 201	1
ENGL	Composition	3	ENGL	Composition	3
PSYC 103	General Psychology	3	PSYC 103	General Psychology	3
NURS 100	Nursing Enrichment I*	1	NURS 101	Nursing I	7
		11			17
	Second Semester			Second Semester	
BIOL 202	Microbiology	3	BIOL 202	Microbiology	3
BIOL 204	Lab Biol 202	1	BIOL 204	Lab Biol 202	1
ENGL	Composition	3	ENGL	Composition	3
PSYC 210	Life Span Human Development	3	PSYC 210	Life Span Human Development	3
NURS 103	Nursing Enrichment II*	3	NURS 102	Nursing II	8
		13			18
Advanced Placement Hours Awarded		11			
Second Year			**Second Year**		
	Third Semester			Third Semester	
SOCI 210	Principles of Sociology	3	SOCI 210	Principles of Sociology	3
NURS 201	Nursing III	9	NURS 201	Nursing III	9
MATH 101	or higher	3	MATH 101	or higher	3
		15			15
	Fourth Semester			Fourth Semester	
NURS 202	Nursing IV	9	NURS 202	Nursing IV	9
NURS 203	Trends in Nursing	2	NURS 203	Trends in Nursing	2
	Statistics or Computer Programming Application	3		Statistics or Computer Programming Application	3
	Elective	3		Elective	3
		17			17

*NOTE:

Nursing 100 and 103 are courses in which enrollment is limited to individuals that are Licensed Practical Nurses who have successfully completed a standardized challenge examination. This examination consists of selected information which the practical nurse has already mastered as demonstrated by having obtained a license to practice nursing. This information would normally be presented in Nursing 101 and 102. The content of Nursing 100 and Nursing 103 focuses on information which would either represent new or increased amounts of knowledge not ordinarily found in practical nursing programs. These courses will also serve as a transition mechanism to assist the practical nurse in adapting to a new professional role. Once the practical nurse has completed Nursing 100 and Nursing 103 with a minimum grade of "C", then the individual will be awarded advanced standing credit of 11 hours for satisfactory performance on the standardized challenge examination.

Justification:

Many Licensed Practical Nurses within southern West Virginia are seeking to return to school to advance their professional status. These individuals have already mastered some of the content which is provided in the first year of an associate degree in nursing program, thus making this material very repetitive. Since these individuals have been licensed by their profession, it is believed that they are entitled to an opportunity to demonstrate their capabilities. A curriculum which allows the Licensed Practical Nurse to complete a challenge examination and enroll within an enrichment course provides a mechanism for awarding credit for content which has been previously mastered while easing the transition of this individual into an established curriculum format. The flexibility of this type of curriculum would allow Licensed Practical Nurses to continue to be employed while enhancing their mobility with their nursing careers.

Learning Resources Needed:

No additional required.

Additional Staffing Requirements:

Two part-time faculty members. One part-time faculty for the Bluefield Campus and one part-time faculty for the Beckley campus.

In order to assure availability of an instructor and consistency in approach, the program would require that a specific faculty member be assigned to work with this student population.

Implementation Date: September, 1986

Course Proposal Form

Originator's Name: India Hosch

Division: Health Sciences Submittal Date: 3/26/86

Course Title: Nursing Enrichment I Abbreviated Title: Nursing

Course Number: 100 Semester Hours of Credit: 1

Class Period(s) per week: 1 hour Laboratory Period(s) per week: 0

Course Status: Program Requirement X* Elective ____ Continuing Education ______

Designate: X* New _____ Existing Course Modification

If existing course is modified, state:

A. Change course title from ______________ to ______________.
B. Change in credit hours from ______________ to ______________.
C. Change in lecture/lab/credit notation from ______________ to ______________
D. Percentage revision in content from old syllabus ______________________
(Attach old syllabi - indicated as copy of old syllabi)

*NOTE:

Nursing 100 is a course in which enrollment is limited to individuals that are Licensed Practical Nurses who have successfully completed a standardized challenge examination.

Nursing 100 would serve as a transition program to assist the practical nurse in adapting to a new professional role.

Once the practical nurse has completed Nursing 100 with a minimum grade of "C", then the individual will be allowed to progress to Nursing 103.

Catalog (Course) Description:

Course is designed to introduce the Licensed Practical Nurse to theories of stress and adaptation, health, and basic human needs.

Course also assists the Licensed Practical Nurse in adapting to the role changes essential to function as an associate degree nurse.

Course Pre-requisite(s)/co-requisite(s):

Nursing 100 is a course in which enrollment is limited to individuals that are Licensed Practical Nurses who have successfully completed a standardized challenge examination.

The student must have completed or be currently enrolled within the following general education courses:

BIOL 201	Human Anatomy & Physiology	3 hrs
BIOL 203	Lab Biol 201	1 hr
ENGL	Composition	3 hrs
PSYC 103	General Psychology	3 hrs

The student must complete Nursing 100 with a minimum grade of "C" before he/she may progress to Nursing 103.

Educational Objectives:

Upon the completion of Nursing 100, the student will:

1. Interpret the role of the associate degree nurse as it is defined by the National League for Nursing.
2. Explain the returning to school syndrome as it applies to the Licensed Practical Nurse.
3. Describe health and its relationship to the health continuum.
4. Explain the differing theories of stress and adaptation.
5. Examine how stress influences man's adaptation to his environment.
6. Calculate dosages of pharmacological agents for selected client situations.
7. Apply Maslow's hierarchy of needs to examples of selected client situations.

Content/Topics:

During this course, the following topics will be discussed:

1. Theories of stress and adaptation, health and basic human needs.
2. Concepts of role, pharmacology, and returning-to-school syndrome.

Learning Resources Needed:

All learning resources are currently on hand in Division of Health Sciences.

Justification:

Nursing 100 would focus on presenting information which is either new or of an increased depth than the Licensed Practical Nurse received in previous schooling. This course would also serve as a transition program to allow this individual to enter into the established curriculum at a point without repeating previously learned materials.

Additional Staffing Requirements:

Two part-time faculty members. One part-time faculty for the Bluefield Campus and one part-time faculty for the Beckley Campus.

Implementation Date: September, 1986

Course Proposal Form

Originator's Name: India Hosch

Division: Health Sciences Submittal Date: 3/26/86

Course Title: Nursing Enrichment II Abbreviated Title: Nursing

Course Number: 103 Semester Hours of Credit: 3

Class Period(s) per week: 2 hours Laboratory Period(s) per week: 1 hour

Course Status: Program Requirement X* Elective ____ Continuing Education ______

Designate: X* New _____ Existing Course Modification

If existing course is modified, state:

A. Change course title from ____________ to ____________
B. Change in credit hours from ____________ to ____________
C. Change in lecture/lab/credit notation from ____________ to ____________
D. Percentage revision in content from old syllabus ____________
(Attach old syllabi, indicated as copy of old syllabi)

*NOTE:

Nursing 103 is a course in which enrollment is limited to individuals that are Licensed Practical Nurses who have successfully completed a standardized challenge examination and Nursing 100.

Once the practical nurse has completed Nursing 103 with a minimum grade of "C", then the individual will be awarded advanced standing credit of 11 hours for satisfactory performance on the standardized challenge examination.

Catalog (Course) Description:

Course which is designed to assist the Licensed Practical Nurse in improving his/her knowledge of theories and concepts basic to nursing practice. Emphasis is placed on the application of theories of nursing process, basic human needs, health, and stress & adaptation to individual and family patterns throughout the lifespan.

Course Pre-requisite(s)/co-requisite(s):

Nursing 103 is a course in which enrollment is limited to individuals that are Licensed Practical Nurses who have successfully completed Nursing Enrichment I. The student must have completed, or be currently enrolled within the following general education courses:

BIOL 202	Microbiology	3 hrs
BIOL 204	Lab Biol 202	1 hr
ENGL	Composition	3 hrs
PSYC 210	Life Span Human Development	3 hrs

The student must complete Nursing 103 with a minimum grade of "C" before they may progress to Nursing 201.

Educational Objectives:

Upon the completion of Nursing 103, the student will:

1. Demonstrate the ability to apply nursing process to assigned client situations.
2. Describe factors essential to the safe administration of pharmacological agents.
3. Apply basic concepts of nutrition to selected client situations.
4. Describe communication skills essential to the performance of a client interview.
5. Demonstrate the ability to perform a brief physical assessment on a newborn infant.
6. Relate the external and internal influences that can affect childhood development and adaptation.
7. Illustrate how external and internal influences affect parenting and adaptation to this role.
8. Examine problems which represent an alteration in meeting basic human needs and suggest appropriate remedies.
9. Analyze the role of the nurse in assessing the family with adaptation throughout the lifespan.
10. Demonstrate the ability to provide safe nursing care to clients with well-defined health problems.

Content/Topics:

During this course, the following topics will be discussed:

1. Theories of nursing process, stress and adaptation, health and basic human needs.
2. Concepts of role, communication, nutrition, pharmacology, lifespan, family, parenting, and childhood development.

Learning Resources Needed:

All learning resources are currently on hand in Division of Health Sciences.

Justification:

Nursing 103 would focus on presenting information which is either new or of an increased depth than the Licensed Practical Nurse received in previous schooling. This course would also serve as a transition program to allow this individual to enter into the established curriculum at a point without repeating previously learned materials.

Additional Staffing Requirements:

Two part-time faculty members. One part-time faculty for the Bluefield Campus and one part-time faculty for the Beckley Campus.

Implementation Date: September, 1986

ADMISSION REQUIREMENTS

Applicants for admission must meet the standards for admission to Bluefield State College and the Nursing program. Those seeking to be considered for admission to the Advanced Placement Program for Licensed Practical Nurses must also meet the following criteria:

1. The applicant must be a graduate of an accredited Licensed Practical Nursing Program. The applicant must supply an official transcript of grades. The applicant must also show evidence of having completed a course in pharmacology. (This course may be one which is incorporated into the curriculum of the Practical Nursing Program or may be a separate course which has been taught at a college.)

2. The applicant must possess a current license (LPN) and a photocopy must be submitted with the application.

3. The applicant must have practiced 12 of the last 36 months as a Licensed Practical Nurse within a clinical nursing environment.

4. The applicant must submit one reference from their most recent employer.

Bluefield State College
219 Rock Street
Bluefield, West Virginia 24701

Office of the Registrar
304-327-4060

Office of Admissions
304-327-4065

May 20, 1986

James O'Hara
Academic Vice President
Bluefield State College
Bluefield, WV 24701

Dear Dr. O'Hara:

In the spring semester of the current academic year, I requested that the Division of Humanities/ Social Sciences review the 150 hours of social sciences integrated which is taught in the curriculum of schools of practical nursing within our state. On May 8, 1986, I received the enclosed recommendation from Dr. Phyllis Thompson and Jack French. As you will note, Mr. French recommended that licensed practical nurses be awarded three hours of elective credit in Social Science for the course which I described. I would therefore like to submit this recommendation for your review.

Thank you for your time and consideration of this recommendation.

Sincerely,

India Hosch, RN, MSN
Assistant Professor

jn

Greenbrier Community College Center
Bluefield State College
Drawer 151
Lewisburg, WV 24901
304/645-3302

Beckley Nursing Program
Bluefield State College
210 Minnesota Avenue
O'Dell Hall
Beckley, WV 25801
304/255-5812

McDowell County Office
Bluefield State College
Mt. View High School
P. O. Box 609
Welch, WV 24801
304/436-4033

An Equal Employment Opportunity/Affirmative Action Employer

BLUEFIELD STATE COLLEGE
BLUEFIELD, WEST VIRGINIA 24701

PHONE 325-7102

MEMORANDUM

TO: Dr. Phyllis J. Thompson, Chairperson
Division of Humanities/Social Sciences

FROM: Jack
Jack French, Chairman
Department of Social Sciences

DATE: April 30, 1986

RE: MEMO WEST VIRGINIA LPN PROGRAM

If I correctly understood the thrust of our telephone conversation on April 29, 1986, I will make the following recommendations concerning the content of the memorandum you forwarded to me:

(1) I would recommend that 3 hours of elective credit in the social sciences be granted for the course outline described.

(2) I would recommend that a course in the sociology of nursing be designed that would meet the requirements of a 3 credit hour college course. With a qualified instructor providing the service, the academic level of the program could be significantly upgraded.

There is a real possibility that I have misunderstood your request. Should that be made evident through the contents of this memo, please inform me and I will make another attempt.

/vvh

An Equal Employment Opportunity/Affirmative Action Employer

BLUEFIELD STATE COLLEGE
BLUEFIELD, WEST VIRGINIA 24701

PHONE 325-7102

May 6, 1986

Mrs. India Hosch
Assistant Professor of Nursing
Beckley Nursing Program
Bluefield State College

Dear Mrs. Hosch:

I passed your query along to Mr. Jack French who teaches sociology and is Chair of the Department of Social Sciences. Mr. French also has considerable knowledge with respect to nursing programs.

The enclosed is Mr. French's response. If you need further clarification I suggest you get directly in touch with him. He will be on campus during the first summer session.

I hope this meets your needs.

Sincerely,

Phyllis J. Thompson

Phyllis J. Thompson, Ph.D.
Chairman, Humanities and Social Science

Enclosure

PJT:tt

An Equal Employment Opportunity/Affirmative Action Employer

Bluefield State College
219 Rock Street
Bluefield, West Virginia 24701

Office of the Registrar
304-327-4060

Office of Admissions
304-327-4065

James O'Hara
Academic Vice President
Bluefield State College
Bluefield, WV 24701

Dear Dr. O'Hara:

During the spring semester, the faculty of the Department of Nursing submitted a proposal for an advanced placement program. The purpose of this proposal is to allow Licensed Practical Nurses who are accepted into the Associate of Science In Nursing program the opportunity of validating their level of nursing knowledge through an examination. The individual who achieves a minimum examination score of 79.00% on the Nursing Mobility Profile I will then be allowed to participate in the advanced placement program. The Nursing Mobility Profile I is a standardized examination which has been developed by the National League For Nursing (NLN) to evaluate previous learning and experience in order to establish credit and placement in a nursing education program.

Since this examination is rather extensive, the nursing faculty believe that it is reflective of the individual's current nursing knowledge and thus indicates to some degree the individual's ability to complete the nursing program of Bluefield State College. It is for this reason that the faculty of the Department of Nursing would like to request that successful completion of the Nursing Mobility Profile I be considered as a substitution for the ACT (American College Test) requirement which is defined in our current Admission Requirements (Enclosed)

This substitution would be implemented as follows. Licensed Practical Nurses who apply to the nursing program will be informed that a score of 79.00% or above on the Nursing Mobility Profile I can be substituted for the Admission Requirement of "A composite score of 18 or better on the American College Test (ACT)". This group of applicants will also be informed that the results of this examination will be valid for a period of no longer than two years. At the

Greenbrier Community College Center
Bluefield State College
Drawer 151
Lewisburg, WV 24901
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210 Minnesota Avenue
O'Dell Hall
Beckley, WV 25801
304/256-5812

McDowell County Office
Bluefield State College
Mt. View High School
P. O. Box 609
Welch, WV 24801
304/436-4033

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end of the two year time period, the applicant would be required to repeat the Nursing Mobility Profile I examination.

It is the opinion of the faculty that allowing this substitution would not lessen the requirements for admission to our program but would offer more flexibility for the Licensed Practical Nurse who desires to continue to advanced his/her educational preparation.

We would sincerely appreciate your consideration of this request. Thank you.

Sincerely,

India Hosch RN MSN
Assistant Professor

PROPOSAL FOR MODIFICATION OF ELIGIBILITY REQUIREMENT FOR ACT COMPOSITE SCORE

PROPOSAL:

Licensed Practical Nurses who apply to the nursing program will be informed that a score of 79.00% or above on the Nursing Mobility Profile I (Foundations of Nursing, Nursing Care During Childbearing, and Nursing Care of the Child) may be substituted for the Eligibility Requirement of "A composite score of 18 or better on the American College Test (ACT)". This group of applicants will also be informed that the results of this examination will be valid for a period of no longer than two years. At the end of the two years time period, the applicant would be required to repeat the Nursing Mobility Profile I examination.

RATIONALE:

The Nursing Mobility Profile I is a standardized examination which has been developed by the National League for Nursing (NLN) to evaluate previous learning and experience in order to establish credit and placement in a nursing education program. Since this examination is rather extensive, the nursing faculty believe that it is reflective of the individual's current nursing knowledge and thus indicates to some degree the individual's ability to complete the nursing program of Bluefield State College. It is the opinion of the faculty that allowing this substitution would not lessen the requirements for admission to our program but would offer more flexibility for the Licensed Practical Nurse who desires to continue to advance his/her educational preparation.

APPENDIX

Q

NURSING 100

Educational Objectives

Upon the completion of Nursing 100, the student will:

1. Identify basic principles of stress and adaptation.
2. Explain how internal and external influences affect man's adaptation.
3. Describe health and its relationship to the health continuum.
4. Explain the components of the nursing process.
5. Explain basic concepts of pharmacology.
6. Identify parameters of the technical nursing role.
7. Explain the returning-to-school syndrome as it applies to the Licensed Practical Nurse.

NURSING 100

Time: Fall Semester

Credit: One hour

Clock Hours: Fifteen hours

Class Structure: Five sessions; Three hours in length

Timeframe: August: End of month; starting day for Freshman class.
September: 2nd week of month.
October: 2nd week of month.
November: 1st week of month.
December: 1st week of month.

Content Outline:

SESSION	TOPIC	CONTENT FOCUS
I	Orientation	I. Orientation Day - Main Campus A. Overview school policies B. Introduction to Nursing Program C. Math Examination
II	Role Development	I. Orientation - Specific course/Campus II. Role Theory Application A. Role A.D. Nurse B. Returning-to-school Syndrome III. Student Self Evaluation A. Strengths & Weaknesses Theory & Clinical Areas B. Math/Pharmacology Review

III	Philosophical Base of Nursing Program	I. Philosophy, Conceptual Framework & Terminal Objectives II. Explanation, Theorectical Support of Framework III. Discussion, Curriculum Process Threads
IV	Application of Philosophical Base of Nursing Program to Selected Clients	I. Application, Curriculum Process Threads A. Stress & Adaptation B. Internal & External Influences C. Health Continuum D. Nursing Process II. Application, Philosophical Base to Role Development
V	Summary	I. Summarization, Content Reviewed II. Pharmacology Examination III. Final Projects Due

SESSION	TOPIC	CONTENT FOCUS	OBJECTIVE	ASSIGNMENT	EVALUATION METHOD
I	Orientation	I. Orientation Day - Main Campus A. Overview School Policies B. Introduction Nursing Program C. Math Examination	5	Student notified of Math Pre-Test prior to Orientation Day	Math Pre-Test Exam
II	Role Development & Adaptation	I. Orientation - Specific Course/Campus II. Role Theory Application A. Role A.D. Nurse B. Returning-to-School Syndrome III. Student Self Evaluation A. Strengths/Weaknesses Theory & Clinical Areas B. Math/Pharmacology Review	5,6,7	1) Reading Assignment a. Topics of: 1. Role Development 2. Returning-to-School Syndrome 2) Written Assignment a. Math/Parmacology b. Case Study	Class Participation Discussion Case Study
III	Philosophical Base of Nursing Program	I. Philosophy, Conceptual Framework & Terminal Objectives II. Explanation Theorectical Support of Framework III. Discussion Curriculum Process Threads	1,2,3,4	1) Reading Assignment a. Topics of: 1. Maslow's Basic Human Needs 2. Selye's Stress Adaptation 3. The Nursing Process 4. Health Continuum 5. Internal & External Influences 2) Written Assignment a. Math/Pharmacology b. Case Study	Class Participation Discussion Case Study Math/Pharmacology Examination

SESSION	TOPIC	CONTENT FOCUS	OBJECTIVE	ASSIGNMENT	EVALUATION METHOD
IV	Application of Philosophical Base of Nursing Program to Selected Clients	I. Application of Curriculum Process Threads A. Stress & Adaptation B. Internal & External Influences C. Health Continuum D. Nursing Process II. Application Philosophical Base to Role Development	1,2,3,4	1) Reading Assignment a. Topics as defined in Session II 2) Written Assignment a. Math/Pharmacology b. Case Study c. Role Development Project	Class Participation & Discussion Case Study Math/Pharmacology Examination
V	Summary	I. Summarization of Content Review II. Pharmacology Examination III. Final Projects Due	1-7		Final Projects Due Final Math/Pharmacology Examination

Education Objectives

Upon the completion of Nursing 103, the student will:

1) Apply principles of stress and adaptation to clients of various development levels.

2) Illustrate the internal and external influences that affect children, obstetrical clients, and young adults, and their families.

3) Assist children, obstetrical clients and young adults to progress on the health care continuum.

4) Apply the nursing process to selected clients: children, obstetrical clients, young adults, and families.

5) Examine the indications for and responses of children, obstetrical clients and young adults to selected therapeutic agents.

6) Identify the unique nutritional needs of children, obstetrical clients, and young adults.

7) Function with assistance within the parameters of the technical nursing role.

8) Apply therapeutic communication techniques with children, obstetrical clients, and young adults, and their families.

9) Implement selected client teaching for children, obstetrical clients, and young adults.

10) Demonstrate selected nursing skills in clinical setting with supervision.

NURSING 103

Time: Spring Semester

Credit: 3 hrs - 2 hrs Theory/1 hr Clinical

Clock Hours: 2 hrs X 14 = 28 hrs Theory
6 hrs Examination
33 hrs Clinical

Class Structure (15 weeks):

2 hr weekly classroom sessions	= 28.0 hrs
1 hr X 3 sessions Clinical Laboratory	= 3.0 hrs
3.5 hrs X 7 sessions Clinical Experience	= 24.5 hrs
3 hrs X 1 session Clinical Community Experience	= 3.0 hrs
1.25 hrs X 2 sessions Clinical Conferences	= 2.5 hrs
	61.0 hrs
1 hr X 4 - Unit Examinations	= 4.0 hrs
2 hrs X 1 - Final Examination	= 2.0 hrs
Total Clock Hours	= 67.0 hrs

Content Outline:

SESSION	TOPIC	CONTENT FOCUS
I	Orientation	I. Orientation A. Course Policies & Guidelines B. Review Status Role Development & Application to Current Semester II. Application of Nursing Process A. Clinical Case Study Application B. Introduction to Nursing Process Worksheet
II	Application of Stress/Adaptation and Basic Human Needs to Selected Clients	I. Application of Stress/Adaptation and Basic Human Needs to Selected Clients

SESSION	TOPIC	CONTENT FOCUS
III	Communication/Client Education/Nursing Skills	I. Communication: Therapeutic & Nontherapeutic Approaches II. Client Teaching: Essential Components III. Explanation of Nursing Skills New to LPN Adapting to RN Role
IV	Parenting Part I	I. Family II. Continuation New Nursing Skills
V	Parenting Part II	I. Prenatal Client
VI	Parenting Part III	I. Labor & Delivery
VII	Parenting Part IV	I. Newborn
		*Clinical Experience Begins
VIII	Parenting Part V	I. Postpartum
IX	Childhood Part I	I. Theories of Growth and Development II. Detection of Stressor of Growth & Development
X	Childhood Part II	I. Preventive Health Care
XI	Childhood Part III	I. Selected Stressors on Growth & Development Part I

SESSION	TOPIC	CONTENT FOCUS
XII	Childhood Part IV	I. Selected Stressors on Growth & Development Part II
XIII	Childhood Part V	I. Selected Stressors on Growth & Development Part III
XIV	Young Adulthood	I. Selected Stressors on Development of Young Adults
XV	Summary	I. Final Projects Due II. Final Examination

SESSION	TOPIC	CONTENT FOCUS	OBJECTIVE	ASSIGNMENT	EVALUATION METHOD
I	Orientation Time = 2 hours Classroom	I. Orientation A. Course Policies & Guidelines B. Review Status Role Development & Application to Current Semester II. Application Nursing Process A. Clinical Case Reports B. Introduction Nursing Process Worksheet	4,7	1) Reading Assignment a. Topics of: 1. Mobility Needs 2. Elimination Needs 3. Comfort & Sensory Needs 4. Microbial Needs 5. Circulatory Needs 6. Thermoregulatory Needs 7. Fluid & Electrolyte Needs 8. Nursing Process	Case Reports Nursing Process Worksheet
II	Application of Stress/Adaptation and Basic Human Needs to Selected Clients Time - 3 hours Classroom	I. Application of Stress/Adaptation and Basic Human Needs to Selected Clients	1,2,3,5, 6,7,10	1) Reading Assignment As listed above	Case Reports
III	Communication/ Client Education/ Nursing Skills Time - 2 hours Classroom 1 hour Laboratory	I. Communication: Therapeutic & Nontherapeutic Approaches II. Client Teaching - Essential Components III. Explanation of Nursing Skills new to LPN; Adapting to RN Role	8,9,10	1) Reading Assignment a. Topics of: 1. Communication 2. Teaching/Learning 3. Skills	Nursing Process Worksheets Examination Laboratory Performance Process Recording

SESSION	TOPIC	CONTENT FOCUS	OBJECTIVE	ASSIGNMENT	EVALUATION METHOD
IV	Parenting - Part I Time = 2 hours classroom 1 hour laboratory	I. Family II. Continuation New Nursing Skills	2,10	1) Reading Assignment a. Topics of 1. Family 2. Nursing Skills	Examination Laboratory Performar
V	Parenting - Part II Time = 2 hours classroom	I. Prenatal Client	1,2,3, 4,5,9	1) Reading Assignment a. Topics of 1. Prenatal Client	Examination
VI	Parenting - Part III Time = 2 hours classroom	I. Labor & Delivery	1,2,3, 4,5,9	1) Reading Assignment a. Topic 1. Labor/Delivery	Examination
VII	Parenting - Part IV Time = 2 hours Classroom	I. Newborn	1,2,3, 4,5,9	1) Reading Assignment a. Topic 1. Newborn	Examination
	*Clinical Experience Begins = 4 hours / 7 weeks				
VIII	Parenting - Part V Time = 2 hours classroom 1.25 hours clinical conference	I. Postpartum	1,2,3, 4,5,9	1) Reading Assignment a. Topic 1. Postpartum	Examination

SESSION	TOPIC	CONTENT FOCUS	OBJECTIVE	ASSIGNMENT	EVALUATION METHOD
IX	Childhood - Part I Time = 2 hours Classroom	I. Theories of Growth & Development II. Detection of Stressor of Growth & Development	1,2,3,8,9	1) Reading Assignment a. Topics of: 1. Growth & Development 2. Developmental Screening 3. Patterns of communication	Examination
X	Childhood - Part II Time = 2 hours Classroom 1.25 Clinical Conference NPW	I. Preventive Health Care	2,3,4,5,9	1) Reading Assignment a. Topics of: 1. Preventive Health Care	Examination
XI	Childhood - Part III Time = 2 hours Classroom	I. Selected Stressors on Growth & Development Part I	1,2,3,4,7	1) Reading Assignment a. Topics of: 1. Hospitalization of Children 2. Death/children 3. Sexual Development	Examination
XII	Childhood - Part IV Time = 2 hours Classroom	I. Selected Stressors on Growth & Development Part II	2,3,4,6,7,8,9	1) Reading Assignment a. Topics of: 1. Socialization Deviations a) Maternal Deprivation Syndrome b) Child Abuse c) Infantile Autism 2. Parent Role Development	Examination
XIII	Childhood - Part V Time = 2 hours Classroom	I. Selected Stressors on Growth & Development Part III	1,2,3,4,5,8,9	1) Reading Assignment a. Topics of: 1. Genetic Disorders 2. Impairment; Intellectual & Emotional Mobility 3. SIDS 4. Psychological Disorders	Examination

SESSION	TOPIC	CONTENT FOCUS	OBJECTIVE	ASSIGNMENT	EVALUATION METHOD
XIV	Young Adulthood Time = 2 hours classroom	I. Selected Stressor on Development of Young Adults	1,2,3,4,9	1) Reading Assignment a. Topics of 1. Young Adult 2. Stressors in Adulthood	Examination
XV	Summary Time = 2 hours classroom	I. Final Projects Due II. Final Examination			Final Examination

*NOTE - Clinical Community Experience hours will be arranged

*NOTE - Total 4
Examinations plus
Final Examination

Exam I - Content of Sessions IV-VI
Exam II - Content of Sessions VII-VII
Exam III- Content of Sessions IX-XI
Exam IV - Content of Sessions XII-XIV

APPENDIX

R

ANALYSIS OF CONTACT HOURS BY CAREER TRACKS FOR NURSING EDUCATION

1985/BSC/ih

CAREER TRACK	PROGRAM LENGTH	CONTACT HRS REQUIRED	TOTAL COLLEGE CREDITS	NURSING THEORY	CLINICAL NURSING	GENERAL STUDIES	TOTAL CONTACT HOURS
LPN	12 months	1300	0	350/600* hrs	700 hrs	*250 hrs: Soc. Sci. 120 Anatomy 60 Pharm. 50 Nutrition 20	1300 - 1500
ADN	18 months	0	68-72 hrs	60% Theory 34 - 38 hrs 20.4 - 22.8 hrs 306 - 342 hrs/con	40% Clinical 13.6 - 15.2 hrs Contact hrs: 2.5: 510 - 570 3.0: 612 - 684	32 - 34 hrs (8-8.5 hrs per sem.) 480-510 hrs contact	1296 - 1422 1398 - 1536
Diploma	27-28 months	0	27-30 hrs	50-60% Theory 69 - 80 hrs 50% Theory: 34.5 - 40 hrs 517.5 - 599.5 hrs/con 60% Theory: 41.4-48 hrs 621-720 hrs/con	40-50% Clinical 50% Clinical: 34.5 - 40 hrs 2.5: 1294-1500 3.0: 1553-1800 4.0: 2070-2401 40% Clinical: 27.6-32 hrs 2.5: 1035-1192 3.0: 1242 1431 4.0: 1656-1908	27 - 30 hrs (4.5-5 hrs per sem.) 405-450 hrs contact	60% Theory/ 40% Clinical 2.5: 2061-2362 3.0: 2268-2601 4.0: 2682-3078 50% Theory/ 50% Clinical 2.5: 2216-2549 3.0: 2475-2849 4.0: 2992-3450
BSN	36 months	0	124-130 hrs	60% Theory 63 - 67 hrs 37.8-40.2 hrs 567-603 hrs/con NOTE: Total hours do not decrease or increase if 4.5 or 6 semesters are used.	40% Clinical 25.2-26.8 hrs 2.5: 945-1005 hrs 3.0: 1134-1206 hrs	63 - 67 hrs (7.88-8.37 hrs per sem.)	2.5: 2457-2612 3.0: 2646-2813

APPENDIX

S

SUMMARY OF STATUS OF EDUCATIONAL MOBILITY
FOR LICENSED PRACTICAL NURSES IN ELEVEN STATES

STATE	STATUS OF EDUCATIONAL MOBILITY
New York	Within the state of New York, four basic curriculum patterns for educational mobility are found: a. Licensure Based: This curriculum pattern admits only licensed individuals and are designed to build on prior levels of nursing education. B. Advanced Placement Programs: This curriculum allows for advancement from one type of nursing program to another. This is accomplished by providing for transfer of college credit and through performance on proficiency examinations. C. Multiple Entry-Exit Model: This curriculum permits students to prepare for entrance into or exit from different phases of the nursing program. Students are accepted into a program with the intention that they will complete the two-year academic program and be eligible for R.N. Licensure Examination. The student may exit one year L.P.N. and later return at some future time. D. Assessment Program: This curriculum is based totally on an assessment of the candidate's knowledge and competency. Candidates meet degree requirements by transferring credits earned at regionally accredited colleges/universities and/or through successful completion of proficiency examinations. Program Data: Within New York, there are 51 Associate Degree in Nursing Programs, 46 Bachelor of Science in Nursing Programs, and 65 Practical Nursing Programs. Four of the Associate Degree in Nursing Programs admit only Licensed Practical Nurses.
California	California has a written law which specifically addresses educational mobility for Licensed Practical Nurses. Briefly this law: A. Requires no more than 30 semester hours or 45 quarter units as additional educational preparation for Licensed Practical Nurses in order for them to be eligible to take examination for licensure as Registered Nurse. B. Requires nursing course content to include nursing intervention in acute, preventive, remedial, supportive, rehabilitative, and teaching aspects of nursing and the concepts of nursing management and leadership. C. Requires following areas of nursing to be taught: Advanced Medical Surgical Nursing, Mental Health, Psychiatric Nursing, and Geriatric Nursing. Students are required to take science courses including Physiology and Microbiology. Program Data: Within California there are two Diploma Schools, 21 Bachelor of Science in Nursing Programs, and 71 Associate Degree in Nursing Programs. Seven of the Associate Degree in Nursing Programs admit only Licensed Practical Nurses.
Maryland	Maryland has four community colleges which operate both Licensed Practical Nurse and Registered Nurse education programs. Another community college has a special track in a Registered Nursing program that is only for Licensed Practical Nurses. One hospital-based diploma program only accepts Licensed Practical Nurses and in one year prepares them to be Registered Nurses. Program Data: Within Maryland, there are 3 Diploma Schools, 6 Bachelor of Science in Nursing Programs and 14 Associate Degree in Nursing Programs.

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North Carolina	North Carolina has several different mechanisms for educational mobility for Licensed Practical Nurses: A. Nursing Education Options: Learning is validated through transition or "bridge courses". Student spends 4½-5 quarters in the program. Student has Medical Surgical Nursing, Obstetrics and Pediatrics the first year during Practical Nursing Programs the second year these areas are repeated with Psychiatric Nursing added. B. The Associate Degree in Nursing Programs have advanced placement mechanisms to award credit for previous education experience. Program Data: Within North Carolina, there are 5 Diploma Programs, 12 Bachelor of Science in Nursing Programs, 28 Associate Degree in Nursing Programs (13 of which are 1 + 1 Nursing Education Options) and 26 Practical Nursing Programs.
Pennsylvania	Program Data: Within Pennsylvania, there are 8 articulated programs which allow Licensed Practical Nurses into Associate Degree in Nursing Programs.
Virginia	Program Data: Within Virginia, most Associate Degree in Nursing Programs make provisions to grant credit to Licensed Practical Nurses. Some schools have articulation agreements without requiring Licensed Practical Nurses to take a challenge examination if they return to school within 5 years of their attending a Practical Nursing Program. Other schools offer credit by applicant taking a written and/or practical examination. (These examinations may be institutional or standardized.)
Tennessee	Program Data: Within Tennessee, there are two programs that offer formalized educational mobility programs for Licensed Practical Nurses.
New Jersey	Program Data: Within New Jersey, a total of 8 schools (Associate Degree in Nursing and Diploma Programs) have Licensed Practical Nursing Tracks.
Ohio	Program Data: Within Ohio, all Associate Degree in Nursing Programs and Diploma Programs have advanced standing mechanisms for Licensed Practical Nurses. The three basic types are: A. 1+1 option with a transition course B. Credit given for first year and science courses must be taken C. Licensed Practical Nurses are placed in "special track" and later entered into the program
Florida	Program Data: Within Florida, the majority of Associate Degree in Nursing Programs have some type of educational mobility. Some programs have special placement options for Practical Nurses while others admit only Qualified Practical Nurses to their Programs.

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APPENDIX

T

SUMMARY OF DIFFERING ADMISSION CRITERIA
FOR MOBILITY OF L.P.N. INTO R.N. PROGRAMS

	EXAMPLE 1	EXAMPLE 2	EXAMPLE 3	EXAMPLE 4
ADMISSION REQUIREMENTS	1) Require applicant to meet criteria for admission to the college. 2) ACT Requirements. 3) Additional Requirements: A. The applicant must be a high school graduate or must have completed a GED equivalency diploma with a minimum score of 50. B. The applicant must have completed a minimum of 15 hours of prescribed general education courses with a cumulative grade point average of 2.5 or higher. C. Transfer applicants must provide an official transcript from each college attended. The Department of Nursing reserves the right to evaluate all credit hours submitted for transfer. D. The applicant must be a graduate of an accredited LPN Program. An official transcript of grades is required. The individual's record must show evidence of having successfully completed a course in Pharmacology. E. The applicant must submit evidence of current licensure as LPN. F. The applicant must have completed within the past three years a minimum of one calendar year of nursing experience. G. The applicant must submit one reference from the most recent employer. 4) Special requirements for specific general studies, classes and a transition course.	1) Require: A. High school diploma or GED 1. Satisfactory completion of high school chemistry with lab or Chemistry 101 with lab. 2. Satisfactory completion of high school algebra or Math 101 at PCC as designated by Math Placement Test. B. Composite score of 18 (or better) on ACT. 1. Complete recommended non-nursing courses with grade of C or better. C. Interview with Coordinator of Nursing Program and/or Admission Committee after which forms will be provided to supply the following: 1. Physical examination. 2. 3 recommendations from high school teacher, principal, counselor, employer, minister or co-worker. D. Complete deficiencies in English, Chemistry and Math prior to beginning the Nursing sequence. E. Be able to engage in educational and training activities in a manner that does not endanger other students or public, including patients. F. Application to be submitted during regular application period. 2) Also require successful completion of challenge examination, required general studies, classes, and enrichment course.	1) Qualified LPNs applying for advanced placement in the Career Ladder Nursing Technology program are accepted on a first come, first served basis. A. Students will be accepted or placed on a waiting list after meeting the following criteria: 1. Completing the admission application and payment of $12 application fee. 2. Providing a high school transcript or proof of completion of GED test meeting Ohio standards. High school diploma earned through correspondence schools are not acceptable, with the exception of ________. 3. Providing transcripts from the School of Practical Nursing which the student attended. All grades must be "C" or above. 4. Completing the Entrance Examination for Schools of Nursing, published by Psychological Corporation, and verification that test scores meet the following minimums: a. 45th percentile or above in Verbal Ability b. 45th percentile or above in Reading Skill c. 30th percentile or above in Math 5. Completing 6 months of work experience with at least three months on a medical/surgical unit and submitting a written reference from the immediate supervisor. B. Prior to enrollment in Level II, the student must: 1. Provide medical exam reports. (Specifics outlined) 2. Attend an orientation program held 2 weeks before entering program.	1) Require ap[illegible] cia for admission to college AND Associate Degree in Nursing Program. 2) Specific ACT requirements. 3) Additional Requirements: A. The applicant must be a graduate of an accredited licensed Practical Nursing program. The applicant must supply an official transcript of grades. The applicant must show evidence of having completed a course in pharmacology. (This course may be one which is incorporated into the curriculum of the Practical Nursing Program or may be a separate course which has been taught at a college.) B. The applicant must possess a current license (LPN) and a photocopy must be submitted with the application. C. The applicant must be an LPN and have practiced 12 of the last 36 months in a clinical nursing environment. D. The applicant must submit one reference from their most recent employer.

APPENDIX

U

FOR L.P.N. INTO R.N. PROGRAMS

TYPE PROGRAM	EXPLANATION	EXAMPLE
Licensure Based Programs	• Programs which admit licensed persons and are designed to build on a prior level of nursing education. • May be found as programs (Associate Degree in Nursing) which admit only Licensed Practical Nurses.	• Programs found in New York, California, Maryland, and Florida
Advanced Placement Programs	• Curriculum allows for student with previous schooling to receive advanced standing within an R.N. program. • Advanced standing may be granted by providing for transfer of credit to college credit and/or through performance on proficiency examinations.	• Programs found in numerous states. • Amount and type of credit vary greatly. • Curriculum may be separate tract for L.P.N. or may be mechanism to integrate L.P.N. into regular curriculum
Multiple Entry-Exit Model	• Curriculum permits students to prepare for entrance into or exit from different phases of nursing program. • Students may enter into two-year academic program for Registered Nursing and may exit after one year and be eligible for L.P.N. licensure.	• Commonly called 1+1 programs. • In some states, this is integrated into high school and called Secondary - Post Secondary Nursing Education Tract. In this tract, nursing is included into high school program; thus when student graduates from high school and completes summer session, the student is then eligible for L.P.N. examination. In order to progress on to take R.N. State Board, the student must complete an additional two semesters of college credit in general studies and nursing. • Programs found in numerous states.
Assessment Programs	• Curriculum based totally on an assessment of the candidate's knowledge and competency. Candidates meet degree requirements by transferring general studies credit and by successful completion of usually Theory and Clinical Proficiency examinations.	• Programs found in limited number of states.

APPENDIX

V

STANDARDIZED CHALLENGE EXAMINATIONS
A BRIEF OVERVIEW

Explanations from:

[1] Burrow's Mental Measurement Yearbook, 9th ed.

[2] Nursing Mobility Profile I & II, Information Bulletin, 1983.

Hosch, 1986

EXAMINATION:

Nursing Mobility Profile I & II.

PURPOSE:

Nursing Mobility Profile I: Designed to evaluate previous learning and experience in order to establish credit and placement in the nursing education program; this profile is intended for administration to licensed practical nurses seeking placement in programs preparing for registered nurse practice.

Nursing Mobility Profile II: Designed to evaluate previous learning and experience in order to establish credit and placement in the nursing education program; this profile is intended for administration to registered nurses seeking placement in a baccalaureate program.

ADMINISTRATION TIMES:

May be administered by individual schools of nursing to their students. Administered during weeks of May 16, September 19, and December 5.

Developed by the National League of Nursing.

Test results are returned to the school within 10 days after test papers are received by NLN.

Both the student and the school receive individual copies of test performance.

FEE:

Cost is $25.00 per booklet per student.

TIME:

Nursing Mobility Profile I:

a. Foundations of Nursing: 3.5 hours.
b. Nursing Care During Childbearing & Nursing Care of the Child: 3.5 hours.

Nursing Mobility Profile II:

a. Care of the Adult Client: 4 hours.
b. Care of the Client with Mental Disorder: 2 hours.
c. Care of the Client During Childbearing & Care of the Child: 4 hours

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EXAMINATION:

ACT Proficiency Examination Program (PEP).

PURPOSE:

Designed to meet the need for "examinations that measure subject matter proficiency attained primarily outside typical classrooms".

ADMINISTRATION TIMES:

Six times annually (February, March, May, June, October, November) at centers established by publisher.

Developed by faculty of University of State of New York.

Each examination is 180 minutes in length.

TYPES OF EXAMINATIONS:

1. Adult Nursing:
   Objective examination; 8 credits; fee $40.00.
2. Commonalities in Nursing Care:
   Areas 1 & 2; objective examination; 2 tests;
   4 credits per area; fee $50.00 per area.
3. Differences in Nursing Care:
   Areas 1, 2, & 3; objective examination; 3 tests;
   4 credits per area; fee $50.00 per area.
4. Foundations of Gerontology:
   Objective examination; 3 credits; fee $40.00.
5. Fundamentals of Nursing:
   Objective examination; 10 credits; fee $40.00.
6. Health Restorations
   Areas 1 & 2; objective examination; 2 tests;
   4 credits per area; fee $50.00.
7. Health Support:
   Areas 1 & 2; objective examination; 2 tests;
   4 credits per area; fee $50.00.
8. Maternal & Child Nursing: 2 tests.
   a. Associate Degree:
      Objective examination; 6 credits; fee $40.00.
   b. Baccalaureate:
      Objective examination; 8 credits; fee $40.00
9. Nursing Health Care:
   Objective examination; 4 credits; fee $50.00.
10. Occupational Strategy Nursing:
    Objective examination; 4 credits; fee $50.00.
11. Professional Strategies Nursing:
    Objective examination; 4 credits; fee $50.00.
12. Psychiatric/Mental Health Nursing:
    Objective examination; 8 credits; fee $40.00.

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APPENDIX

W

ATTITUDES TOWARD ARTICULATION

Some features of mechanisms reported as effective in promoting articulation were:

- Evidence of a cooperative spirit and a desire to explore articulation;
- Actual opportunity for planning, emphasizing efforts to reduce costs and use resources;
- Existing articulation factors such as geographic proximity, and services to the same population groups;
- Individual leadership where personnel from both institutions work smoothly together;
- A strong vocational counseling system which provides interpretation of career options; and
- Joint seminars for personnel involved.

Obstacles revealed by the study which tend to prevent effective articulation practices include:

- Attitudes and philosophies -- general inertia, lack of commitment, low priority to articulation;
- Lack of planning;
- Bureaucracy and red tape -- salary schedules, liability insurance, legislation, regulations;
- Unwillingness to share facilities and resources, immaturity of student, and vested interests;
- Financing -- cutbacks in funding, shortage of funds, lack of equitable arrangements between institutions, differing faculty pay scales, bargaining unit negotiations;
- Concern for maintaining standards;
- Transportation problems, scheduling difficulties, and lack of space and facilities.

From: Freeborne, Gerald (1982), "The Nursing Maze -- Educational Mobility -- L.P.N. to R.N.", Educational Mobility in Nursing - L.P.N. to R.N.

APPENDIX

X

STATEMENT OF PRACTICAL/VOCATIONAL NURSING ENTRY LEVEL COMPETENCIES

1. ASSESSMENT

1.1 Uses basic communication skills in a structured care setting.

1.2 Obtains specific information from patients through goal-directed interviews.

1.3 Participates in the identification of physical, emotional, spiritual, cultural, and overt learning needs of patients by collecting appropriate data.

1.4 Analyzes data collected in relation to patients' pathophysiology.

2. PLANNING

2.1 Determines priorities and plans nursing care accordingly.

2.2 Formulates and/or collaborates in developing written nursing care plans.

2.3 Participates in developing preventative or long-term health plans for patients and/or families.

3. IMPLEMENTATION

3.1 Protects the rights and dignity of patients and families.

3.2 Utilizes basic communication skills in a structured care setting.

3.3 Safely performs therapeutic and preventative nursing procedures, incorporating fundamental biological and psychological principles in giving individualized care.

3.4 Observes patients and communicates significant findings to the health care team.

3.5 Does incidental teaching and supports and reinforces the teaching plan for a specific patient and/or family.

4. EVALUATION

   4.1 Evaluates, with guidance if necessary, the care given and makes necessary adjustments.

   4.2 Records evaluations of the results of nursing actions.

   4.3 Identifies own strengths and weaknesses and seeks assistance for improvement of performance.

5. PROFESSIONAL RESPONSIBILITIES

   5.1 Recognizes the LP/VN's role in the health care delivery system and articulates that role with those of other health care team members.

   5.2 Maintains accountability for own nursing practice within ethical and legal framework.

   5.3 Serves as a patient advocate.

   5.4 Accepts role in maintaining and developing standards of practice in providing patient care.

   5.5 Participates in nursing organizations.

   5.6 Seeks further growth through educational opportunities.

Source: NAPNES. "Statement of Practical/Vocational Nursing Entry Level Competencies." St. Ann, Missouri.

GRADUATES OF PRACTICAL/VOCATIONAL NURSING EDUCATIONAL PROGRAMS CAN BE EXPECTED TO HAVE THE FOLLOWING COMPETENCIES*

ASSESSING

- Contributes to the identification of basic physical, emotional, and cultural needs of the health care client.
- Identifies basic communication techniques in a structured care setting.
- Interviews health care clients to obtain specified information.
- Identifies overt learning needs of the health care client.
- Observes the health care client and communicates significant findings to the health care team.
- Identifies appropriate resources in some other agencies within the health care delivery system.

PLANNING

- Contributes to the development of basic nursing care plans in an institutional setting.
- Contributes, with assistance, to the development of health plans for health care clients and/or families.

IMPLEMENTING

- Safely performs basic therapeutic and preventive nursing procedures, incorporating fundamental biological and psychological principles in giving individualized care.
- Show respect for the dignity of individuals.
- Applies basic communication techniques in structured care settings.
- Demonstrates the ability to do incidental teaching during routine care.
- Shares assigned responsibility for health care delivery in structured situations.

EVALUATING

- Seeks guidance as needed in evaluating the care given and making necessary adjustments.
- Identifies own strengths and weaknesses and seeks assistance for improvement of performance.

The licensed practica/vocational nurse must seek out and take advantage of learning situations and opportunities for own continuing education.

Competencies of Graduates of Educational Programs in Practical Nursing, 1979. New York: National League for Nursing. 3/5/85.

APPENDIX

Y

ADVANTAGES vs DISADVANTAGES of CHALLENGE EXAMINATIONS

Advantages:

1. Provides a mechanism to validate previous learning which has occurred.
2. Serves to reduce faculty anxiety regarding student's current knowledge base.
3. Defines areas of content on which to increase or decrease emphasis within transition course.
4. Serves to reenforce and elevate self-confidence of student who successfully completes examination.

Disadvantages:

1. Acts a source of irritation to individual who may express feelings of frustration at having to prove he has knowledge base when he is currently demonstrating this through practicing within his profession.
2. Serves to increase anxiety level of individual which could result in poor performance on examination.
3. Failure of examination could serve to decrease self-confidence of student.
4. May create feelings in student of insecurity and loss of self-respect in student who does not successfully complete examination.

STANDARDIZED EXAMINATION

Advantages:

1. Test questions have been tested to assure validity of question.
2. Continuously being updated by offering agency.
3. May enhance mobility as may be accepted by other agencies.
4. Test questions are very objective in nature.
5. Questions are broader based in nature.

INSTITUTIONAL EXAMINATION

Advantages:

1. Questions are specific to courses which are taught.

Disadvantages:

1. Require additional time from faculty to redo and update.
2. Test questions are subjective in nature.
3. Test questions are narrow in focus and very specific to individual differences as emphasized by the instructor.

CLINICAL PROFICIENCY EXAMINATION

Advantages:

1. Is a way of measuring transfer of knowledge to practice situations.
2. Serves as an orientation to nursing program and defines program performance expectations.
3. Defines individual strengths and weaknesses of the student.
4. May serve as basis for development of transition course.
5. Promotes self esteem/self confidence in student who demonstrates successful completion.

Disadvantages:

1. May serve to decrease self esteem/self confidence in student who does not demonstrate successful completion.
2. May serve to increase anxiety level of individual which may be demonsgrated by poor performance in clinical/laboratory environments.

APPENDIX

Z

CONVERSION CLOCK HOURS TO COLLEGE CREDIT HOURS

Credit Hours = *based on how many hours per week class meets; i.e., 3 hrs credit course meets 3 hours per week

*to convert to total clock hours class has met - then multiply: credit hours X number weeks in semester; i.e., 3 hrs X 15 = 45 clock hours/semester.

*typical semester is 15 weeks.

Laboratory/Clinical Credit Hours = *based on defined equivalence specified by the division; i.e., Division of Health Sciences may use equivalences of:

2 clock hrs = 1 hr credit
2½ clock hrs = 1 hr credit
3 clock hrs = 1 hr credit

EXAMPLE: Nursing 101 (5.6-7)

*Student received a total of 7 hours college credit.

*5 hours of credit is theory/classroom instruction, which means class meets a total of 5 hours a week for lecture.

*6 hours a week the class meets for Laboratory/Clinical experience; thus student receives 2 hours credit.

CONVERSION CLOCK HOURS OF PRACTICAL NURSING PROGRAMS TO COLLEGE CREDIT

	Suggested Hours	Theory/ Clinical Analysis	College Hour Equivilency	Award Credit
Principles & Fundamentals	200	72 Theory 128 Clinical	4.5 3.2	9 hrs
Social Sciences Integrated	150	150 Theory	9.0	9 hrs
Body Structure	60	60 Theory	3.7	4 hrs
Nutrition	40	40 Theory	2.5	3 hrs
Pharmacology	80	80 Theory	5.0	5 hrs
Medical Surgical	450	175 Theory 225 Clinical	4.3 5.6	11 hrs
Obstetrical	80	30 Theory 50 Clinical	2.0 1.2	4 hrs
Pediatrics	80	30 Theory 50 Clinical	2.0 1.2	4 hrs
Mental Health	80	30 Theory 50 Clinical	2.0 1.2	4 hrs
Geriatric	80	30 Theory 50 Clinical	2.0 1.2	4 hrs
			TOTAL	57 hrs

Based on three 16-week periods. Total of 48 weeks.

Formulas:

(1) Theory Hours: Divide hours by number of weeks in semester. $\frac{60}{16} = 3.7$

(2) Clinical/Laboratory Hours: Divide hours by 2.5; then divide this number by 16. $\frac{175}{2.5} = 70 \div 16 = 4.3$

APPENDIX

AA

SECONDARY/ADULT SCHOOLS AND POSTSECONDARY COLLEGES ARTICULATION GUIDELINES

1. Participating faculty and/or appropriate personnel from each secondary/adult school and college will meet to identify areas where course or program competencies overlap and will identify or develop procedures to evaluate each competency.

2. The shared program competencies identified by the secondary/adult schools and colleges will be approved by each institution's department or division chairperson and appropriate vocational education administrator.

3. Specific detailed addenda of each vocational, technical, or career training program and each course for which credit is to be awarded shall be appended to the agreement. Nothing that is stated therein shall be applicable to training programs or college courses that are not outlined in the addendum.

4. Each secondary/adult school will maintain a competency record for each student which identifies areas and levels of task achievement. This record will become a part of the student's official record and will be forwarded to the college upon written authorization.

5. Credits at the college will be granted for identified shared competencies mastered, and the program completed at an achievement level agreed upon by the granting institution, providing continuation of study in the program area has begun within three academic years after graduation from the secondary/adult school. If the time limit expires, students may opt to take challenge examination(s), if offered by the college.

6. Students will receive college credits for the college-level designated courses in which they have demonstrated competencies. These credits will be part of the total credits required for program completion, unless otherwise specified.

7. Postsecondary credits granted for articulated courses will normally be limited to 15 hours for an associate degree. Under extenuating circumstances, additional hours may be granted upon agreement between secondary/adult schools and colleges.

8. The student must be enrolled in a particular college program and have earned at least 15 credits and attained at least a 2.0 grade average on a 4.0 scale within the Associate Degree program before credits obtained by the articulation process will be recorded on the student's transcript.

9. Tuition will not be charged for courses articulated. No charges for advanced placement or advanced standing shall be made to any of the parties to the agreement. A fee may be charged, however, by the college for students taking the prescribed challenging examination to cover the cost of administering the examination.

10. Colleges serving a statewide clientele, in addition to pursuing an articulation agreement with its regional vocational-technical centers, will be expected to develop challenge examinations in the agreed upon program competencies, thus providing the students outside the region with the opportunity to earn credit for similar competencies.

11. The articulation agreement shall remain in effect until it is specifically revised or terminated. Either party may, upon a minimum of one year's written notice, terminate the agreement.

12. Annually, at the end of the academic year, a meeting will be scheduled for each occupational area to review, and amend as necessary, the occupational task lists, grading systems, recording forms and objective-referenced tests or criterion-referenced measures to establish appropriate levels of competencies. The appropriate administrators of both the secondary/adult schools and the colleges, together with all participating teachers/faculty, are expected to attend.

13. A review of the Articulation Guidelines and the agreement process will be conducted annually by a statewide committee consisting of a representative of the Board of Regents and the State Board of Education. In addition, there will be three members representing postsecondary institutions and three members representing the secondary/adult schools.

14. In order to provide the objective evaluation of the Articulation Agreement(s), a follow-up process will be developed and maintained.

Adopted by the West Virginia Board of Education October 11, 1985
Date

Adopted by the West Virginia Board of Regents October 8, 1985
Date

APPENDIX

BB

NURSING PROGRAMS IN WEST VIRGINIA AWARDING CREDIT TO ENROLLING LPNs

1986/BSC/ih

COUNTY	PROGRAM	MOBILITY
Cabell	Marshall University	Written and psychomotor skill examinations; Successful completion awards one semester of credit.
	St Mary's School	Written examination; Successful completion awards one year of credit.
Fayette	West Virginia Institute of Technology	Written examination.
Harrison	Salem College	Written examination.
Jefferson	Sheppard College	Written and psychomotor skill examinations; Successful completion awards credit for one semester.
Kanawha	University of Charleston	Meet Admission Criteria; Have completed required minimum of 15 hours general education courses with grade point average of 2.5 or higher; Students complete a transition course and enter into second year of nursing program.
Logan	Southern WV Community College	Written and psychomotor skill examinations; Successful completion awards one semester of credit; Auditing required of several of lecture components of semester challenged.
Marion	Fairmont State College	Written and psychomotor skill examination; Successful completion awards credit for one full semester and one summer semester course.

COUNTY	PROGRAM	MOBILITY
Mercer Raleigh	Bluefield State College	Written challenge examination; Successful completion awards two semesters of credit; Transition course prior to entry into second year of program.
Ohio	West Virginia Northern College	Written and psychomotor skill examinations; Successful completion awards one semester of credit.
Randolph	Davis & Elkins College	Written examination.
Wood	Parkersburg Community College	Written and psychomotor skill examinations; Successful completion awards one semester of credit; Transition course prior to entry into second year of program

APPENDIX

CC

1. West Virginia Northern Community College's Career Ladder for LPNs
2. The Advanced Placement Program for Licensed Practical Nurses at the University of Charleston
3. Marshall University
4. St Mary's Hospital School of Nursing

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE'S
CAREER LADDER FOR LPN'S

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE'S CAREER LADDER FOR LPN'S

I. INTRODUCTION:

There are four LPN programs in the WVNCC service area. With the decline in LPN job opportunities in our area, more LPN's are seeking to earn their RN's. It is within the philosophy of West Virginia Northern Community College to meet the needs of potential students in its service area. The faculty believes that students learn in many ways and that, as much as possible, we should try to assist individuals to build on knowledge already gained.

II. BACKGROUND INFORMATION:

Our college was opened in 1972 and the ADN program accepted its first students in 1973. At this time, LPN's began making inquiry about advanced placement. In 1974, the nursing faculty designed a comprehensive examination testing students on our basic Fundamentals of Nursing course. In 1975, we offered this examination to students who were accepted into the program and who requested it.

III. OVERVIEW OF MOBILITY TRACT:

A. Criteria for Admission: Students wishing to take our Nursing 100 Challenge Exam are required to be accepted into the program. LPN's taking the Challenge Exam are required to take or to have taken the first semester support courses (i.e., A&P, Psychology, Chemistry) prior to advancing to the second semester of the curriculum. (see the attached nursing brochure)

B. Explanation of Method for Receiving Credit for Previous Experience: After the accepted student is registered for the Nursing 100 course, he/she is given a Fundamental of Nursing course outline, a bibliography, and a date upon which the Challenge Exam will be given. (see attached letter)

After students pass the Challenge examination, they are then required to spend one day in the clinical setting with a clinical instructor. The Instructor selects patients requiring a number of basic skills, such as, sterile technique, organization of work, aseptic technic, and other direct care skills. Upon satisfactory completion of the Challenge Exam and the clinical assignment the student receives credit for the Nursing 100 Fundamentals of Nursing course.

D. Explanation of Challenge Examinations, Transition Courses, etc.: The Challenge Exam covers the objectives found in the Nursing 100 course outline. General areas included math, the nursing process, problem oriented medical records, Erikson, Maslow, growth and development - Peds and OB, nursing organizations, etc.

We are in the process of developing a transition course similar to that taught at the University of Charleston. One instructor is working on it this summer and will present it to the entire nursing faculty in the Fall. Implementation is tentatively scheduled for Summer of 1987. Students that may be enrolled in the transition course will be required to take all of the general education/Humanities/Science courses required in the first year of the AD nursing curriculum before they can begin their second year of the AD nursing curriculum.

IV. REVIEW OF STRENGTHS AND WEAKNESSES

A. Define Concerns, Long Range and Short Range Goals, Etc.: Our concern is that we are not meeting the needs of the LPN wishing to ascend the career ladder. In the past, we gave the students a detailed outline and a long bibliography list, and told them to study for the examination which would be scheduled six weeks later. Very few students passed this Challenge Exam. We realize, now, that they need more active support from an instructor in order to be successful. A second concern is that the LPN's receive credit only for one semesters work. The transition course currently being designed will, upon successful completion, give the LPN two semesters credit.

THE ADVANCED PLACEMENT PROGRAM FOR LICENSED PRACTICAL NURSES
AT THE UNIVERSITY OF CHARLESTON

by

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Associate Professor of Nursing
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June 1, 1986

THE ADVANCED PLACEMENT PROGRAM FOR LICENSED PRACTICAL NURSES AT THE UNIVERSITY OF CHARLESTON

INTRODUCTION

The nursing faculty at the University of Charleston, traditionally responsive to community nursing education needs, developed a program designed to provide an alternative pathway for area licensed practical nurses to achieve eligibility to write the licensing examination for registered professional nursing. As a faculty, we support two-levels of nursing practice as proposed by the American Nurses' Association and the National League for Nursing and thereby recognize an inherent responsibility to assist individuals desirous of upgrading nursing knowledge and skills when it is possible to do so within our resources.

HISTORY AND DEVELOPMENT

The Morris Harvey College/University of Charleston Department of Nursing has offered the associate degree program in nursing since 1964. LPN's have been a part of the student body from the outset as three members of the first class entered as licensed practical nurses. Each subsequent class has included at least one LPN.

In the early 1970s a challenge examination was offered to provide credit by examination for the first semester in nursing. Although several individuals attempted to achieve credit in this manner, none were successful and the program was abandoned with the conversion of the curriculum from a traditional medical model to an integrated nursing model in 1976. In retrospect, a suspected reason for failure to successfully challenge for credit can be identified. The test included a comprehensive sampling of material from the nursing course. If indeed there is a difference in content between the vocational and associate degree curricula, it is expected that students challenging might have difficulty with new material--even with the provision of a study guide.

With the heightened attention to entry levels for nursing, the number of requests for an alternative for LPNs to complete the associate degree program increased. In February 1984, a task force was convened to consider the possibility of developing a program to facilitate the completion of the nursing program at The University of Charleston. The task force included representatives from the LPN and RN Boards of Examiners, faculty from two LPN schools, the University Registrar, the College of Health Sciences Admissions Co-ordinator, the Assistant to the Director, and the Director of the Department of Nursing.

As a special project in 1982, a member of the UC nursing faculty prepared a paper reviewing options available for Licensed Practical Nurses to complete associate degree nursing programs. During the initial meeting of hte task force, the group briefly reviewed these findings. In addition, University of Charleston nursing faculty described the two-year curriculum and LPN program representatives presented overviews of their LPN curricula. In the discussion which followed, a number of issues and concerns evolved. For example: how to validate experience, granting credit, the question of pre-assessment, transfer of credit, and financial assistance for students. To consider these and other questions, task force members divided into groups to gather information and to further identify constraints and resources. One group was assigned to survey currently enrolled LPNs to determine their perceptions of "new" material. This group was also charged with surveying area LPNs to assess their interest in an alternative program. Another group was assigned to compare the University of Charleston associate degree and Garnet vocational curricula to identify commonalities. The exploration of credit by examination and transfer of credit was the task set for another group.

The group reconvened in March to share findings. At this point, the Coordinator of the Wood County Practical Nurse Program shared the process utilized by Parkersburg Community College to grant advanced standing to LPNs. The sub-group working on curriculum shared identified areas of commalities and problem areas. From this discussion, the University nursing faculty agreed to develop a diagnostic examination including content presented in the first-level nursing courses.

By mid-April, the task force received reports on interest in an alternative program in the Charleston area. Meetings with LPNs employed in four hospitals indicated a viable body of potential students. It was determined that employees in area hospitals could receive financial assistance for completion of the ADN. The task force also heard a report regarding policies of acceptance of students currently enrolled at the University, transfer of general education courses from other schools, and particular counseling and advising needs these students would require. It was identified that LPN students could achieve general education course credit by three avenues: enroll in the course, transfer the credit from another institution, or receive credit by examination.

The sub-group comparing the Garnet and UC curricula reviewed all course content and identified the components presented in the LPN program as "strong, equivalent, or weak". These ratings were subsequently validated by analyzing results of the diagnostic examination developed by UC faculty members and administered to graduating LPN students. It was suggested at this point that a "bridge" course would be necessary to present content identified as being presented in less detail or omitted from the LPN program and also to facilitate socialization of the LPNs into the roles and responsibilities of the ADN student. Further tasks identified and assigned at this time included the development of admission criteria, general education credit by examination, criteria for granting advanced standing credit, provision of financial assistance for students, and beginning development of recruitment materials. A plan for development of the specific program was outlined along with a timeline for securing approval from the necessary University committees and the West Virginia Board of Examiners for Registered Nurses.

Working diligently with the information generated by the task force, a proposal was prepared which included a description of the "Licensed Practical Nurse Advanced Placement Program", admission requirements, admission process, curriculum model, credit distribution, a course description for Nursing 100/100L (the bridge course), and policies for progression, graduation, uniforms, fees, and insurance. The proposal was considered and refined by the Nursing Department Curriculum Committee and the full nursing faculty. In late May, the document went to the University Council. After receiving approval of this body, the porposal was submitted to the West Virginia Board of Examiners for Registered Nurses. In their June session, the Board approved the program as submitted. The University began recruiting prospective students during the 1984-85 academic year.

OVERVIEW OF THE PROGRAM

Admission Criteria

All applicants to the LPN Advanced Placement Program must be academically and psychologically admissible. Applicants are judged on a competitive basis. To be considered for admission, applicants must meet the following criteria:

1. Must be a high school graduate or must have completed a GED equivalency diploma with a minimum score of 50.
2. Must have completed a minimum of 15 semester hours of prescribed general education courses with a cumulative grade point average of 2.5 or higher.
3. Transfer applicants must provide an official transcript from each college attended. The Department of Nursing reserves the right to evaluate all credit hours submitted for transfer.
4. Must be a graduate of an accredited Licensed Practical Nursing Program. An official transcript of grades is required. The individual's record must show evidence of having sucessfully completed a course in pharmacology.
5. Must submit evidence of current licensure as a Licensed Practical Nurse.
6. Must have completed within the past three years a minimum of one calendar year of nursing experience.
7. Must submit one reference from the most recent employer.

Credit for Previous Courses

While the Associate in Arts degree program normally consists of 64 semester hours, the Advanced Placement Program for LPNs enables qualified applicants to complete the degree requirements in 54 semester hours of coursework. Candidates for the program must complete the entire general education component of the nursing curriculum. After the applicant satisfactorily completes the pre-requisite 15 semester hours of general education and the nursing transition course and lab (N100/100L), 10 hours of advanced placement credit is awarded on the basis of experience gained through previous education and employment as an LPN. Students must complete the transition course with a grade of "C" or higher in order to receive the advanced placement credit and progress into the second year of the nursing curriculum. The total curriculum for LPNs in this program is outlined on the next page.

STRENGTHS AND WEAKNESSES

The program at the University of Charleston admitted students in the summer of 1985. With only one class, it is difficult to assess the effectiveness of the offering; however, the nursing faculty have identified observations regarding students enrolled in the first group. Of 11 students admitted, 10 successfully completed the transition course and progressed to the second year of the nursing curriculum. The unsuccessful student identified that the program "moved too fast" and elected to enroll in Nursing 111--the first course in the generic curriculum. The 10 students entering the regular curriculum in the fall of 1985 graduated from the nursing program with the Associate in Arts Degree in May 1986. These graduates will sit for

CURRICULUM FOR ADVANCED PLACEMENT PROGRAM FOR LPNs

Pre-requisite General Education:

NS 104	General Biological Science	3 hours
NS 104 L	General Biological Science Lab	1 hour
HS 210	Nutrition	1 hour
Psych 212	Life Span Development	3 hours
Bio 300	Anatomy & Physiology	4 hours
Bio 330	Microbiology	3 hours
		15 hours

Summer Session (eight weeks):

N100	Nursing Transition	3 hours
N100L	Nursing Transition Lab	2 hours
Eng 112	Grammar & Composition	3 hours
		8 hours

Advanced Standing Credit	10 hours

Second Year - Fall Semester

Soc Sci 201	Free Enterprise System	3 hours
N213	Nursing in Health Deviations II	5 hours
N213L	Nursing in Health Deviations II Lab	4 hours
Elective		3 hours
		15 hours

Second Year - Spring Semester

Soc Sci 202	Contemporary Social Problems	3 hours
N214	Advanced Technical Nursing	3 hours
N214L	Advanced Technical Nursing Lab	5 hours
N215	Technical Nursing Seminar	2 hours
Elective		3 hours
		16 hours

Total Credit Hours = 64 (including 10 hours of advanced placement credit)

Nursing Course Credits based on: 1 hr lecture/week = 1 credit
3 hrs laboratory/week = 1 credit

the licensing examination in July. Faculty working with these students reported marked expression of anxiety initially--particularly with the written requirements for Nursing 213. This anxiety subsided as the semester progressed and the LPNs were integrated into the total nursing student body. Faculty identified that this group appeared to socialize into the ADN role more quickly than LPNs entering the generic curriculum. These students blended effectively with the generic students and in many cases, they supported the other students. The LPN students demonstrated no difficulty with psychomotor skills and generally, were highly motivated. One member of the initial group was one of two students selected by the faculty to receive the "Nursing Achievement Award" and this same individual received an award for achieving the highest overall grade point average--4.0.

The transition course (N100/N100L) was offered in the summer over an eight week term. Content included material indentified as that necessary to supplement or expand that which could be expected that the LPN would bring from the vocational program and from work experience. Faculty who taught classroom content in the generic semesters presented the related content in this term. Students were given opportunity for laboratory experiences which correspond to generic labs although these were focused to meet the particular needs of the LPN students. For example, when working with patients in the acute care setting, the emphasis was on assessment and interpersonal skills rather than psychomotor activities. Laboratories were included to provide opportunity to assess "normal" aspects of Orem's requisite areas and to gather data as the basis for the construction of nurse-client interactions and nursing care plans. Students were provided opportunity for individual as well as group work to develop skill in the preparation of these written assignments.

When the LPN students completed the summer course, they requested to be allowed to remain in one laboratory group for the fall. The faculty felt it would be advantageous to integrate them into the total class and this was don; however, one faculty member who served as a clinical instructor for N100L continued as a support person to these ten students in the fall semester.

PROGRAM DATA

As of June 1, 1986 ten individuals representing the first group of LPNs admitted to the curriculum have graduated from the nursing program. Demographic data are summarized in the following tables.

Age

TABLE 1

LPNs ADMITTED TO ADVANCED PLACEMENT PROGRAM IN 1985 CLASSIFIED BY AGE

Age Group	Number	Percentage
Under 25	0	0.0
25-34	6	54.5
35-44	4	36.4
Over 44	1	9.1
Total	11	100.0

The ages of the individuals ranged from 25 to 52 with a mean age of 33. As indicated in Table 1, 91% were in the age range of 25-44 years.

Employer

As indicated in Table 2, individuals in the first class were employed in six area health care agencies and two were unemployed. In most cases, the students received financial assistance to complete the nursing program from their employer.

TABLE 2

EMPLOYING AGENCY FOR LPNs ADMITTED 1985

CAMC Memorial Division	1
CAMC General Division	2
Montgomery General	1
Quality Care	1
St. Francis	2
Thomas Memorial	2
Not Employed	2

Academic Data

All students admitted to the first class had completed secondary school or had achieved a General Education Diploma (GED). In addition, prio to admission to Nursing 100/100L, four had completed the equivalent of one year of college. Another student had completed two academic years, and still another had achieved the equivalent of three years of college.

As a requisite to admission to Nursing 100/100L, students must have completed the required 15 hours of general education courses. Two were admitted after having completed these specified hours. The remaining individuals had completed additional hours in programs prior to entering this program. One student entered with 59 credits and another with 76.

Admission grade point averages ranged from 2.57 to 4.0. The mean admission GPA on work completed at the University of Charleston was 3.52. Final grade point averages ranged from 2.65 to 4.0. The mean GPA for those completing the program was 3.23. A summary of the academic progress of those ten persons completing the program is contained in Table 3. There is a positive correlation (r=0.98) between the entering and final grade point averages for these ten individuals.

These graduates will sit for the NCLEX examination to achieve licensure as registered nurses in July 1986. A second class of 15 to 20 students will be admitted for the summer 1986 program.

TABLE 3

ACADEMIC PROGRESS OF LPNs SUCCESSFULLY COMPLETING THE ADVANCED PLACEMENT PROGRAM

Candidate	Entering GPA	Hours Earned	Grades Earned in Nursing Courses N100	N213	N214	N215	Final GPA
1	4.00	59	A	A	A	A	4.00
2	4.00	20	A	A	B	A	3.75
3	3.93	76	B	B	B	B	3.37
4	3.42	24	B	B	C	B	3.09
5	3.42	15	A	B	B	B	3.38
6	3.33	33	A	A	B	A	3.49
7	2.87	15	B	B	C	B	2.65
8	2.73	21	B	B	C	B	2.77
9	2.67	15	C	C	C	B	3.00
10	2.64	33	B	B	C	A	2.80

In conclusion, the Advanced Placement Program for Licensed Practical Nurses to upgrade to the technical level of associate degree nursing was successfully implemented at the University of Charleston in 1985. The nursing faculty support the endeavor and have been generally pleased with the achievement of the initial group completing the curriculum. It is anticipated that the program will continue so long as the generic technical program is in place and qualified applicants seek admission.

MARSHALL UNIVERSITY

Marshall University
HUNTINGTON, WEST VIRGINIA 25701
SCHOOL OF NURSING
(304) 696-6750

Background Information

Associate Degree Program

Marshall University School of Nursing developed the challenge exams for LPN's during the 1984-85 year. The four year bachelor's program which is beginning in the fall 1986 is still being developed and refined. This issue will probably be considered during the 1986-87 year.

Overview of Mobility Track

LPN's meet the same admission requirements as other applicants. Work experience is not considered. Credit is given only for college courses, not for work experience. The challenge tests cover material which is normally found in a Fundamentals course. The course objectives are given to the students ahead of time. The challenge tests are on the course objectives.

Strengths and Weaknesses

A weakness is certainly that a teacher made challenge test on course objectives is difficult. A strength is that a student passing the tests would have the same knowledge in the next course as those who took the fundamentals class. They would not be behind in their knowledge base.

Program Data

To date only four LPN's have taken the challenge exams and none have passed. Those taking them the first year are getting ready to take state boards this summer so there is no data available.

Judith Sortet, RN, EdD
Associate Dean
School of Nursing

ST. MARY'S HOSPITAL SCHOOL OF NURSING

ST. MARY'S HOSPITAL SCHOOL OF NURSING
Huntington, W. Va.

OPEN CURRICULUM PROGRAM FOR LPN'S

In explanation of the history of the mobility tract for Licensed Practical Nurses as it has evolved over the years for St. Mary's Hospital School of Nursing, reference should be made to the publication, "Prescription for Change", prepared by Gaynelle McKinney, RN, MS, which is the final report of a project to develop a Master Plan for Nursing and was published in West Virginia in January 1974. This project was funded by the U.S. Department of Health Education and Welfare, Divsion of Nursing, Bethesda, Maryland (Grant #NU09890-01). Sister M. Celeste Lynch, SAC, who at the time was Director of St. Mary's Hospital School of Nursing served as one of the twenty-one (21) appointed commissioners on this state project. The primary impetus for the State-wide Planning for Nursing and Nursing Education Commission of this project is traced directly back to the 1967 report of the Governor's Task Force on Health which recommended that each professional association study the effects of the critical shortage of health workers and prepare specific plans to meet future needs. A list of twenty-two (22) recommendations were prepared by the Commission. The number eight recommendation reads as follows: "That a representative of each of the preparatory nursing programs and representatives of various clinical nursing services collaborate in the development of a state wide plan for career mobility for graduates of various types of programs with particular emphasis on the performance expectations of each type on graduation." (1:p VIII)

There is good reason to make the assumption that the high interest in education for career mobility opportunities in nursing which was shared by Sister Celeste and the faculty of St. Mary's Hospital School of Nursing came to be, for the most part, as a result of the participation by Sister Celeste as a commission member for these projects.

The 1972-74 St. Mary's School catalog was the first catalog to carry the admission requirements for "Licensed Practical Nurses and Medical Corpsmen" in the school's open curriculum program. The requirements as listed in the 1972-74 catalog were as follows:

Meet the basic entrance requirements of the school

Rank in the upper 1/3 of graduating class

Score 500 or better on the practical nurse licensing examination

Have a minimum of one year nursing experience after graduation

Score in the forty percentile or better on the challenge exams

Present a recommendation from the head of nursing education program and employer

Corpsmen must have the recommendation of their commanding officer and/or employer

In 1972, Larry Ford was admitted as the first licensed practical nurse in the open curriculum program. He was admitted with advanced placement at the second level of the program following successful challenge of the courses required at Level I of the program. Twenty-five additional licensed practical nurses have since that time entered the program with advance placement to complete the last two years of the three year program and have graduated as eligible candidates to write the licensing examination for practice as a registered professional nurse.

All twenty-six of the practical nurse open curriculum graduates passed the licensing examination for Rn's with higher than average scores on the first writing of the licensing examination.

The admission requirements for the open curriculum candidates have been changed slightly throughout the past twelve years of the program. Faculty attending the National Open Curriculum Conferences I, II and III, a project of the NLN to study the open curriculum concepts and programs in nursing education and funded by the Exxon Educational Foundation and Educational Foundation of America, brought back new ideas that were used in revising and implementing the Open Curriculum Program for the Licensed Practical Nurse. (2)

Efforts made over the recent past years to require higher educational degrees for nurse positions have stimulated interest in educational opportunities for the licensed practical nurse to enroll in programs which prepare the graduate to write the NCLEX-RN for practice as a registered professional nurse. St. Mary's is mot empathetic to the frustrations that arise for the licensed practical nurse through rumors that their previous education may not in future years be recognized as adequate for nurse positions. Program opportunities at St. Mary's have been publicized through posters and speaking engagements at those meetings where the practical nurse is expected to be present. Current enrollment for the 1986-87 school year includes two (2) LPN's at Level II and six (6) at Level III.

Admission Procedure for the Open Curriculum Program as found on page 13 of the current school catalog reads as follows: "The Open Curriculum Program affords opportunity for advanced placement in the nursing program to the qualified Licensed Practical/Vocational Nurse. The applicant seeking admission to this program should request the admissions packet prepared especially for Open Curriculum candidates. General admission requirements must be met for acceptance into the program. When all completed required admission materials have been returned to the School, credit from previous education for the Level I courses will be determined. Each applicant is reviewed on an individual basis to determine admission and placement. Available space is always a determining factor in admission and placement. Credit for Nursing 101 is granted to the applicant who has a State Board score of 500 or better; or NCLEX-PN score of 500 or better. Upon satisfactory challenge or completion of requirements for the courses of LevelI the Open Curriculum candidate is eligible for advanced placement to begin at Level II of the program."

REFERENCES:

[1] McKinney, Gaynelle, RN, MS. Prescription for Change, A Report of the West Virginia Planning Commission for Nursing On A State-Wide Plan for Nursing, 1974.

[2] Notter, Lucille, EdE, and Rohey, Marguerite. Proceedings - Open Curriculum Conference I, II and III, 1973, 1974, 1975. National League for Nursing, New York, New York.